DOCUMENT RESUME

ED 121 884 UD 015 935

TITLE	Up to Grade Level: 1975 Evaluation Report, Title I in Alabama.
INSTITUTION	Alabama State Dept. of Education, Montgomery.
PUB DATE	75
NOTE	149p.
EDRS PRICE	MF-$0.83 HC-$7.35 Plus Postage
DESCRIPTORS	Advisory Committees; Case Studies; Community Involvement; *Compensatory Education Programs; Elementary Secondary Education; Family Involvement; *Federal Programs; Information Dissemination; Mathematics; Minority Group Children; Preschool Programs; Private Schools; *Program Effectiveness; *Program Evaluation; *Reading Ability; Reading Achievement; Reading Readiness; Test Results
IDENTIFIERS	Alabama (Montgomery); *Elementary Secondary Education Act Title I; ESEA Title I

ABSTRACT

Preschool, elementary, and secondary programs are evaluated in this report. Part 1 of the report consists of the following 1975 statistics: operation and services, dissemination, evaluation, a listing of major problem areas, the interrelationship of Title I with other federal programs, nonpublic schools, a general evaluation of the projects, changes in program approval, other Title I activities, teacher training, parent and community involvement, advisory councils, number of years participants were in the Title I programs prior to 1975, and a summary of Title I programs. Part 2 discusses the testing programs and shows results by subject and grade. Special reports and case studies are included in Part 3. As a result of changing methods of teaching, inservice training, etc., the average progress made is not as great as had been anticipated. Although the percentage of students making over one year's progress increased, the number making progress above the baseline of seven years progress remains the same. Of the 71,902 students in the reading program for nine months in grades 1-12 who took pre- and posttests, 28.61 percent show more than 1.5 years of gain, 52.04 percent more than 1.5 years of gain, and 70.7 gain over seven months during the seven months (average time between testings) of participation. The overall gain in seven months between testing in grades 2-8 in readng and mathematics is 1.1. The appendix contains the bylaws of Title I coordinators' council. (Author/AM)

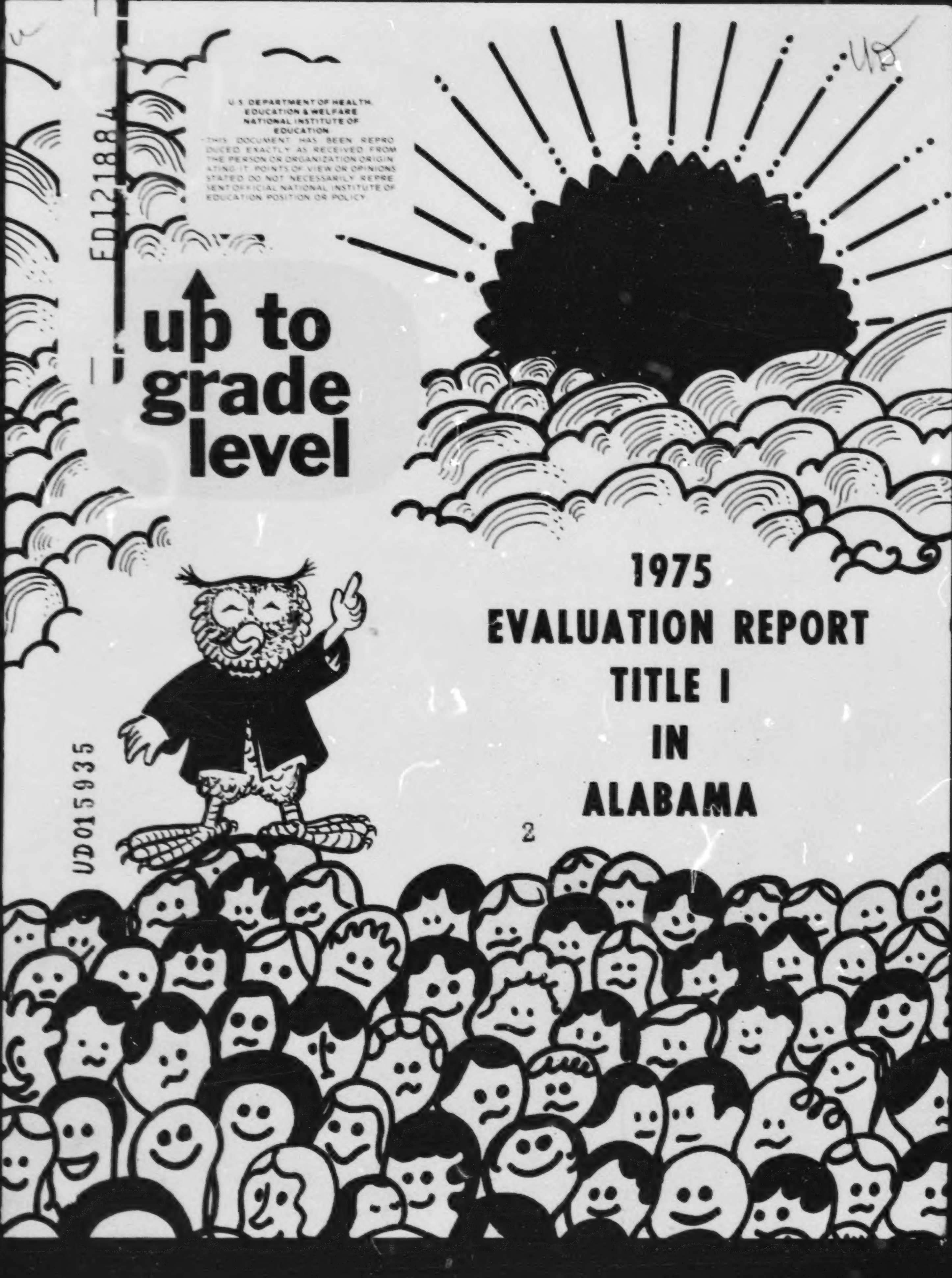
****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

u

UD

ED121884

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



up to grade level

1975
EVALUATION REPORT
TITLE I
IN
ALABAMA

2

UD015935

ALABAMA

DEPARTMENT OF EDUCATION

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

TITLE I

PUBLIC LAW 89-10
(AS AMENDED)

ANNUAL EVALUATION REPORT

1974-1975

STATE OF ALABAMA
DEPARTMENT OF EDUCATION
MONTGOMERY, ALABAMA

LEROY BROWN
STATE SUPERINTENDENT OF EDUCATION

STATE OF ALABAMA

Governor . . . . George C. Wallace

State Superintendent of Education . . . . Dr. LeRoy Brown

State Board of Education

Governor George C. Wallace, President
Superintendent LeRoy Brown, Executive Officer and Secretary

Dr. James D. Nettles
Mrs. S. A. Cherry
Victor P. Poole
H. Ray Cook
Mrs. Isabelle B. Thomasson
Mrs. Bettye Frink
Dr. Harold C. Martin
Roscoe Roberts, Jr.

Division of Administration and Finance

W. H. Kimbrough, Director
W. E. Mellown, Jr., Assistant Director

Title I Staff

E. A. Spear	Coordinator
C. M. Youngblood	Assistant Coordinator
Ann Harmon	Evaluation Specialist
Joe Kelley	Education Specialist
Lecil Smith	Education Specialist
David Nettles	Education Specialist
Warren Mitchell	Education Specialist
Gay Rowe	Education Specialist
Chris Summers	Education Specialist
A. J. Townsend	Education Specialist

ELEMENTARY AND SECONDARY EDUCATION

ACT OF 1965 - TITLE I

PUBLIC LAW 89-10

THE ALABAMA ANNUAL EVALUATION REPORT FOR

FISCAL YEAR: 1975

TABLE OF CONTENTS

Page

PART I

Statistics for 1975. 1
Operation and Services 7
Dissemination. 10
Evaluation 13
Major Problem Areas. 15
Interrelationship of Title I With Other Federal Programs 19
Non-Public Schools 25
General Evaluation of the Projects 31
Changes in Program Approval. 32
Other Title I Activities 32
Teacher Training 38
Parent and Community Involvement 40
Advisory Councils. 41
Number of Years Participants Were in Title I Programs Before 1975. . . 44
Summary of Title I Programs. 45

PART II

The Testing Program (Results by Subject and Grade) 47

PART III

Special Reports and Case Studies 58

APPENDIX

By-Laws of Title I Coordinators' Council 141

This report follows the state format for evaluation reporting. It was prepared by the evaluation consultant.

DISTRIBUTION OF TITLE I FUNDS

1975

Local Agencies (Part A)	$ 40,339,739
(Part C)	319,986
Institutions for Handicapped	633,507
Institutions for Delinquent	199,129
Migrant Education	696,609
State Administrative (Includes Part C)	422,430
Institutions for Adult Correctional	39,363
	$ 42,650,763

Local Agencies (Part A)
Funds Budgeted for Capital Outlay
in 1975 (Included in above amount)

Buildings and Remodeling	$ 615,650
Instructional Equipment	435,624
All Other Equipment	26,660
	$ 1,077,934

TITLE I STAFF POSITIONS IN 1975

Title I, ESEA
FY 1975

PROJECT STAFF	Regular TERM	Summer TERM
Classification of Assignment		
Teaching - Kindergarten	376	440
Teaching - Elementary	1,802.5	1,890
Teaching - Secondary	265.5	337
Teaching - Handicapped	85.2	80
Teacher Aide	1,586.5	1,122
Librarian	2	37
Librarian Aide	1	1
Supervision	53.5	78
Direction and Management (Admin.)	106.25	88
Counseling	60	44
Testing	25	16
Social Work	16	7
Attendance	22	11
Nurse *	47	14
Dental Hygenist*	2	0
Clerical	113.5	121.5
Other	168.5	372

* Some of the non-teaching staff may have been under contract for services as needed.

INSTRUCTIONAL ACTIVITIES

in

1975

REGULAR TERM

INSTRUCTIONAL ACTIVITIES	Number of LEA's	Number of Children	Amount Allocated
Business Education*	1	75	$ 4,000
English - Reading	123	108,549	11,464,937
English - Other Language Arts	2	2,840	160,245
Home Economics (Personal Development)	1	75	9,100
Mathematics	77	53,731	4,323,039
Natural Science**	1	175	2,880
Social Science**	1	350	3,880
Special Acitivities for Handicapped	21	2,216	577,970
Kindergarten	45	7,960	3,161,770
Other Activities (ITV, Speech, etc.)	13	25,783	1,369,749

---

* Night classes in a dropout program

** Classes for dropouts, NYC or in LEA's with a heavy concentration of deprived children

SUPPORTIVE SERVICES

in

1975

REGULAR TERM

SUPPORTIVE SERVICES	Number of LEA's	Number of Children	Amount Allocated
Attendance	18	15,707	$197,404
Food*	5	766	10,583
Guidance Counseling	16	28,178	559,043
Teacher Aides	100	101,595	3,807,005
Health - Medical and Dental	40	51,913	565,261
Library	3	3,650	16,714
Social Work	9	9,339	124,673
Speech Therapy	1	1,210	70,030
Transportation **	21	20,658	83,697
Special Services for Handicapped ***	1	30	500
Other Services	27	48,672	332,559

* Snacks and Food Services not reimbursable under USDA.

** Transportation for Title I pre-school children.

*** Classes for children in the Special Education classes.

INSTRUCTIONAL ACTIVITIES
Summer 1975

INSTRUCTIONAL ACTIVITIES	Number of LEA's	Number of Children	Amount Allocated
Business Education	1	110	$ 3,500
English - Reading	49	37,570	1,153,135
English - Speech	4	505	20,196
English - Other Language Arts	1	750	20,817
Mathematics	37	31,753	663,301
Natural Science	2	6,920	90,000
Social Science	2	6,879	81,000
Special Activities for Handicapped	7	1,024	72,015
Kindergarten	41	7,687	449,024
Other Activities	2	7,809	354,981

SUPPORTIVE SERVICES
Summer 1975

SUPPORTIVE SERVICES	Number of LEA's	Number of Children	Amount Allocated
Attendance	4	4,705	$ 18,380
Food*	12	12,496	34,118
Guidance Counseling	8	14,281	52,697
Teacher Aides	41	41,909	398,484
Health - Medical and Dental	10	9,202	23,439
Library	7	11,548	49,202
Social Work	3	5,848	5,595
Speech Therapy	2	1,168	9,000
Transportation	31	26,214	380,147
Other Services	14	10,916	31,914

* Snacks and food services not reimbursable under USDA.

PROJECT PARTICIPATION

Number of children who actually participated in approved projects (Each child should be counted only once even though he may have participated in more than one project or service.)

Grade (1)	Public School Children (2)	Private School Children (3)	Not enrolled in any school (Kindergarten age, Dropouts, etc.) (4)	Total Columns 2,3, & 4 (5)
Kindergarten	7,407			7,407
1	19,014	244		19,258
2	18,861	207		19,068
3	17,871	194		18,065
4	15,780	185		15,965
5	14,342	130		14,472
6	12,594	117		12,711
7	5,260	43		5,303
8	3,106	18		3,124
9	2,988	39		3,027
10	1,362	21		1,383
11	876	29		905
12	369	36		395
Ungraded Elementary	989	-0-		989
Ungraded Secondary	3,181	-0-		3,181
TOTAL	124,000	1,253		125,253

Special Education - 388

Two hundred forty-four (244) of the secondary students listed above were in a dropout program which was conducted at night.

PART ONE

I. OPERATION AND SERVICES

The Title I program in Alabama was administered from the State level through the Division of Administration and Finance by the Federal Programs Section. The Title I staff consisted of the state coordinator, assistant state coordinator, six education specialists, a mathematics specialist, a reading specialist, an evaluation specialist, a statistician and three clerk stenographers.

The Title I staff worked with the LEA's individually and in area and state-wide conferences. The LEA coordinators felt free to call any member of the SEA staff and the SEA staff often called the LEA's. The relationship between the LEA's and the SEA staff continued to be very good.

In October of 1974, a Title I Coordinators' Council was organized. The LEA coordinators who were asked to serve on the council were selected by the State Superintendent of Education on the basis of size of the LEA and the location in the State. The eleven coordinators who consented to serve made up a good cross-section of the State and the program. The first meeting was held in October. By-laws were adopted in February (a copy is in the appendix).

Each council member was urged to hold area meetings to discuss common concerns and to notify the chairman if any of the concerns were to be discussed at a council meeting. Three regular meetings were held in FY 75. An additional meeting was called in July to elect a chairman. The FY 75 chairman resigned to accept another position. The council was very helpful in expressing views and suggesting action.

The SEA held one statewide meeting in Montgomery to discuss legislation and the annual three-day conference in Birmingham in July. At the July conference, LEA's participated on the program in a "share and tell" situation. Representatives discussed what they found helpful in parent involvement, testing, in-service, diagnosing and prescribing, needs assessment, public relations and dissemination, comparability and indirect cost and in directing kindergarten programs. Ideas and materials were shared. A time was specified for each Title I consultant to meet with the LEA's with whom he works during the year for technical assistance. The evaluation of the conference by LEA participants was excellent.

Eight area workshops on evaluation were held during February and March. During these workshops, the evaluation format for 1975 reporting and evaluation problems were discussed.

Sixty-seven workshops on the diagnostic-prescriptive approach to teaching were conducted for Title I teachers, supervisors and coordinators. Since the California Achievement Test has been used for several years in the State testing program, a majority of the LEA's use the CAT for pre and posttesting of Title I children. Therefore, training has been given in doing item analysis of the test and using the results to help diagnose needs of the pupils. Training was also given in setting up a workable management system for teachers to use in doing diagnostic-prescriptive teaching.

In addition to the workshops and conferences, the SEA Title I staff gave assistance through individual conferences, telephone conferences and visits to the LEA's. During the year, the following reviews were made:

135	Administrative Reviews
39	Accounting Reviews
21	Instructional Reviews
14	Evaluation Reviews

Every request for special visits was honored. The SEA Title I staff helped with planning sessions, inservice training programs for parents, etc.

II. DISSEMINATION

Informal dissemination among the LEA's was excellent. They shared ideas, forms, brochures, newsletters, etc., at all area and statewide conferences as well as participating in the presentation. Copies of forms used by the LEA's were shared. Newsletters and brochures were mailed from one LEA to another.

The SEA disseminated evaluation reports and excerpts from LEA reports to all LEA's. Copies of the Federal Register, The Act, booklets on Parent Advisory Councils and any other materials which might be helpful or of interest were disseminated to the LEA.

Several LEA's had exhibits of Title I, Title III, federal programs in general, ESAA, etc., at the Alabama Education Association Annual Convention.

Dissemination by the LEA's was done in the following ways:

1. Within the LEA's

   Conferences
   Training sessions, workshops
   Written matter (reports, news releases)
   Other-Personal contacts, visits, telephone calls
   Study and discussion groups (faculty, parents)
   Consultant service, guidance counselor
   Displays at fairs and educational conferences
   Test scores disbributed to supervisors and teachers
   Many LEA's have worked up study guides and courses of study with in-service groups.
   Parent Advisory Council

2. To other agencies:

   Press, radio, TV
   Publications - Letters, reports, announcements
   Open house
   Films and video tapes
   Talks to civic clubs and other local organizations
   Adult Basic Education classes

3. To state agency:

   Written reports
   Pictures, films, brochures
   Visits, telephone calls
   Exhibits of projects at the Alabama Education Association Convention

Dissemination by the SEA was done in the following ways:

1. To LEA's

   Area conferences
   Personal conferences
   Administrative memoranda
   Copies of materials sent from the U.S.O.E.
   Copies of state evaluation reports
   Copies of various evaluation reports from other states
   Reprints of materials received from LEA's and other states
   Programs presented to civic groups, faculties, parent groups and other organizations.

2. To the public

   News releases
   Displays
   Talks to various organizations
   Publications

DISSEMINATION OF PROJECT INFORMATION AND DATA

Techniques used for dissemination of information are listed below with the number of LEA's using each technique.

a. 99 News releases and feature stories in the press.

b. 58 Presentation of information and data via radio.

c. 14 Special radio coverage of the project.

d. 14 Presentation of information and data on television.

e. 11 Special television coverage of the project.

f. 79 Newsletters to staff members.

g. 115 Presentation of information and data in staff meetings.

h. 110 PTA meetings.

i. 77 Presentation of information and data in public meetings and community groups.

j. 26 Brochures or pamphlets.

k. 53 Conducted tours.

l. 102 Open house.

m. 3 Publications for professional journals (for example, AEA or NEA magazines).

n. 31 Publications for local community distribution.

o. 13 Descriptive reports sent to other schools in the State.

p. 31 Descriptive reports sent to Superintendent of Public Instruction.

q. 110 In-service training (workshops, seminars, etc.) conducted for Title I staff and non-Title I staff.

r. 108 Copies of evaluation report.
    107 (1) To professional staff.
    109 (2) To principals of Title I schools.
    108 (3) To advisory council.
    32 (4) Other.

s. 30 Other (Specify)

To Boards of Education, Headstart, NAACP, other LEA's, parents, AEA, statewide conferences.

III. EVALUATION

An evaluation format for reporting was given to the LEA's in June, 1975. This enabled the LEA's to know what was expected for evaluation reporting before project applications were written. They were also able to duplicate materials which could be used as part of the pre-service training of Title I teachers. (The evaluation format for reporting is available upon request.)

This state evaluation report was prepared to meet USOE requirements and for dissemination. Those involved in preparing the report were the Title I coordinator, evaluation specialist, statistician, accountant, education specialists, when they were available, and typists. The report is a compilation of information supplied by the LEA's and of SEA Title I activities. Copies of the report will be mailed to the U. S. Office of Education, all other states and LEA superintendents and coordinators. Other copies will be disseminated upon request.

Eight area conferences were held by the SEA evaluation specialist for discussion of evaluation procedures. Two hundred sixty (260) LEA representatives attended the conferences. New LEA coordinators and/or evaluators were helped in individual conferences by telephone.

Evaluation reviews were made of LEA programs as time permitted. The state review form was used for the reviews. All noted exceptions and recommendations were written to the LEA superintendents with a request for a reply.

One of the most unusual exceptions found was the lack of documented evidence of continuous evaluation of each child's progress.

IV. MAJOR PROBLEM AREAS

A. If you encountered any problems in initiating and implementing the Title I project, check as many items below as apply.

36	Limitations imposed by Federal and State regulations and guidelines.
3	Negative reaction in the community to Federal funds.
13	Identification of pupil needs.
6	Designing of projects to meet pupil needs.
17	Inadequate planning time.
	Cooperation with OEO - CAA.
1	Cooperation with private and non-public schools.
5	Completion of project applications.
30	Excessive paper work.
4	Inability to obtain qualified staff.
6	Pre-service and/or in-service training of staff.
6	Shortage of administrative staff to plan and supervise the project.
38	Lack of school facilities or space for carrying out the project.
11	Inability to secure equipment, materials and supplies in time.
9	Delay between submission and approval of project.
42	Delay of announcement of allocation amounts.
	Delay in financial payments.
24	Inadequate Title I funds.
1	Fiscal accounting procedures.
5	Lack of appropriate evaluation devices.
5	Other (specify).
30	No problems encountered in initiating and implementing the Title I project.

Other - Identifying private school students.

B. List suggestions or recommendations that may alleviate any or all of the major problems checked. (quoted comments from LEA's)

1. Federal and State guidelines should be expanded to test all students so as to be able to determine more effectively the exact number of pupils who qualify for the program.
2. In addition, supplementary educational materials and equipment should be provided for all teachers who instruct eligible Title I students.
3. Require only documentation that private schools were contacted and a date was set for a response. If a response is not received by that date, declare that this is evidence that they do not wish to participate or are not eligible to participate.
4. If the allocation could be more stablized, it would help. There has been too much uncertainty which makes planning difficult.
5. The Parent Advisory Council provides a very vital ingredient to the Title I program. However, in very large systems, having a PAC in every participating school to discuss the application prior to submission to the State Department of Education proves to be a very formidable task. A PAC for each school and system-wide PAC are mandated. However, the LEA should be given adequate time to get these groups organized and operating in an acceptable functional way.
6. In submitting applications for approval, there appears to be some rules and regulations critical to the approval process but not publicized to the LEA's. Critical in this area are guidelines about the purchase of equipment.

7. Lack of school facilities or space for carrying out the project could be alleviated if the State Department or the Title I Program would appropriate money for building more classrooms. More mobile classrooms would also help. There is a need for additional kindergarten units next year, but adequate classroom space in not available.
8. Inadequate funds kept us from having summer school 1975, because of the imposed 85% status. This will continue to weaken our program as long as we have successive 85% allocations.
9. When program will be unchanged from year-to-year, there should be a shortened form to cut out excessive duplication.
10. More time is needed to discuss the students and problems the regular classroom teachers have encountered.
11. Help in identifying the pupils' needs and ways for prescribing for each child is needed.
12. Requisition purchase orders should be approved at the end of the school year so that plans for the next year may be made during the summer.
13. The limitation on funds for teaching materials is grossly inadequate. It would be fine for materials that are consumed in the course of the year. Materials that have a life expectancy of several years shouldn't have to be restricted in the same manner as consumable materials as the initial cost of these materials is so much greater. A limit should be placed on each in respect to their length of use.
14. Every school system has its own individual problems that could be served better if the guidelines were not so rigid. The school superintendent is very much aware of the various components of his local situation and

when there is an outstanding need, it seems there should be some way of adapting instead of staying rigidly within the Federal and State guidelines.

15. It is difficult to design an educational program to meet the needs of children because their educational attainment is affected by their social, economic, physical and emotional condition. Allowing a broader scope of educational activities within the program might prove beneficial.

16. Excessive paper work--restructuring of the application to eliminate non-essential redundancy.

17. The U. S. Office of Education should strive to secure passage of legislation that would provide for advance funding for from two to five years. With increased cost reflected in all areas of education and with unmet needs as determined by Title I needs assessments, systems should not be reduced each year by 15% of the preceeding year's allocation. This amounts to a Title I phaseout that is unrealistic. A Hold Harmless Clause should be passed in Congress to prevent this injustice.

V. INTER-RELATIONSHIP OF TITLE I WITH OTHER FEDERAL EDUCATIONAL PROGRAMS IN ALABAMA

The LEA's marked the list below of other Federal programs within the system which were related to the Title I Program. Descriptions of some of the relationships follow:

125	ESEA - Title II		
32	ESEA - Title III		
3	ESEA - Title IV		
19	ESEA - Title V		
19	ESEA - Title VI-A		
4	Educational Professional Development Act		
125	U. S. Department of Agriculture Food Program		
36	Head Start - OEO - Community		
35	Neighborhood Youth Corps (CETA)		
125	NDEA - Title III		
10	NDEA - Title V-A - Discontinued		
1	Vocational Education Act of 1963		
1	Job Corps		
66	State Social and Welfare Agencies		
17	Federal Social and Welfare Agencies		
23	Medical Aid to Indigent Families		
	Emergency School Aid Act		
37	Other		
		1	Title 45
		2	Follow Through
		8	Crippled Children Services
		45	Right to Read
		2	First Year Teacher (SEA Program)
			Lion's Clubs
			University of Alabama Dental and Nursing Students
			Salvation Army
			Dental and Eye Clinics
			State and County Public Health Departments

The interrelationship of some of the program listed above with the Title I programs is as follows:

1. Community Action Agencies -- There are twenty-five CAA's in Alabama. Fourteen of these agencies have been helpful in locating deprived children and assessing needs through surveys. They have helped with parental involvement by acquainting them with services which are available through CAA and Title I and by offering services such as

counseling, recreation, and night classes to parents. CAA has supplemented Title I by aiding in preschool services. Records from Head Start are made available to first grade pupils.

2. Headstart -- Programs for preschool children funded by O.E.O. were held in the districts where C.A.A.'s existed. Twenty-three of the Headstart programs were conducted for a full year and ten programs were operated for two months during the summer. The programs were very helpful in preparing students for school, especially in the communications area. Student records were available to Title I teachers. Thirteen of the programs were administered by boards of education and were considered a very important part of the educational program.

3. Title II has been the program most coordinated with Title I. Library books and audio-visual materials have been used by Title I participants. Librarians and aides assisted Title I children in using the materials supplied by Title II. Special emphasis was placed on reading and related activities in Title I programs. This effort was enhanced by Title II.

4. Title IV - No Title IV projects were operated through the State. The LEA's had projects which were conducted through a regional manager who works out from the Atlanta office. However, several LEA's reported having some Title I in-service for their Title I teachers through Title IV.

5. Emergency School Aid Act -- The application and approval of these programs was through the regional office in Atlanta. Forty-three projects (including a metropolitan project in Mobile) were implemented in Alabama in FY 75. The relationship with Title I usually supplemented the Title

I program by providing reading and/or arithmetic in grades which could not be involved by Title I programs due to insufficient funds. For instance, Title I may have taken care of reading needs in grades 1, 2, and 3 and ESAA may have supplied reading teachers in grades 4, 5, and 6.

6. Title V -- ESEA -- Coordination of Title V and Title I within the SEA has effected peripheral benefits to the LEA's. Title V funds were used in a study of the organization of the SEA; in providing consultative and technical assistance in academic areas and in special education; in providing leadership and consultative services to schools trying to meet accreditation standards; in collecting and storing information through the use of data processing; through providing services that assist in developing, improving, and expanding activities of the school lunch and transportation programs and of the graphic arts section; and in initiating and implementing an in-service program for all SEA personnel. All of these activities had a positive effect on the LEA's through supplying leadership and services which affected all programs being conducted by them.

   One Title V-Section 505 project was directed toward the development of comprehensive criteria which would provide the base for effective management of compensatory education programs. Two LEA's from Alabama were involved in the program along with two LEA's from each of the other six participating states since the project originated in April, 1972. A self-evaluation instrument was field tested in each of the seven states and was reworked during Phase III of the project. The instrument will be used by selected LEA's during 1976 in the monitoring process.

The eleven systems selected are those whose Title I coordinators make up the ESEA, Title I Coordinators' Council.

7. NDEA Title V was placed under ESEA Title III in 1970. Services are rendered to Title I children through testing and counseling services. In the SEA the staff is under the Division of Instruction as Student Personnel Services. This section supervises the state testing program which includes achievement and mental maturity tests for the fourth, eighth and tenth grades. Results of this testing gives the SEA Title I staff a cross-check on scores turned in and also gives an idea of where the greatest needs are. In 1974, the Title I staff and Title V staff held workshops to train teachers to use the fourth grade test results in diagnosing the needs of the fifth grade students in 1975. This program was expanded to other grades in 1975 by Title I and is discussed in another area as a Title I project.
8. NYC -- Participation in this program was listed in several ways under the heading "Other". The programs are all under the Industrial Relations Board as a "Comprehensive Employment Training Program". Two thousand five hundred (2,500) youth worked during the regular term, eighteen thousand (18,000) worked during the summer and eighty were involved in a Title I dropout program. The Title I coordinators worked closely with the CETP in cooperative plans for supplying work-training and night classes. In some LEA's the trainees worked as library trainees, reading center assistants and aides.
9. USDA Food Program - The food program provided breakfast programs for 324 schools, lunch programs in thirteen hundred twenty-seven schools (all public schools except one) and food for the breakfast and lunch

programs conducted for the summer migrant programs. This had been very helpful in providing meals for the Title I children who are economically deprived. Title I funds were then used for other needs of the disadvantaged children.

10. Six LEA's participated in the Alabama Career Opportunities Program Consortium. The participants which served as para-professional aides in Title I programs had intensive training in the use and operation of media. The aides in the program who were paid from Title I funds were from Pike, Mobile, Macon and Wilcox Counties and from Huntsville City. Those in the program from Jefferson County were paid through a Concentrated Employment Program. The linkage among the various programs caused each program to be more effective. Other projects linked to COP in Alabama included Headstart, Follow Through, VISTA, Migrant Workers and in the Emergency School Assistance Aid program.

11. Title III, ESEA - Thirty-five Title III projects were in operation in 1975. Twenty-five were varied programs in cultural arts, environment education, career education, early childhood, etc. Seven were in the area of help for the handicapped and three were in the process of being validated. All of these projects involved Title I children.

12. Title III, NDEA -- All LEA's except one took advantage of the program for "matching funds" materials and supplies. These materials and supplies were used by Title I teachers and students.

13. Right to Read -- The Right-to-Read program conducted forty-five projects in 1975. Training programs of 240 hours were held in the summer for the coordinators of the projects. As a result, many Title I reading teachers received training.

14. Indian Education -- Three projects were implemented in Alabama in 1975. Two were dealing with areas of health and one with guidance and counseling. Each of these had an effect on Title I children.

VI. NON-PUBLIC SCHOOL PARTICIPATION

Fifteen LEA's reported that non-public school children participated in the Title I Program. The extent of the participation, as reported by the LEA's, was as follows:

1. Two non-public schools participated in the Title I Remedial Reading Program. The criteria set up by the Local Education Agency were used in the selection of students. This included students living in the Title I eligible school areas who were reading below grade level and demonstrating the greatest need for assistance.

   During the regular school year each of the participating schools were provided with a full-time remedial reading teacher. A speech therapist worked with eligible students who were having speech problems.

   The Title I teachers were supplied with materials and equipment needed to implement this program. The Title I Supervisor from the LEA monitored the classes, provided in-service education, and held private conferences to enable the programs in the Catholic schools to be consistent with the Title I remedial reading programs in the LEA.

   Provisions were made for students who were in attendance in the Catholic schools to attend summer school during the summer and the dropout program in two public schools. The dropout classes were conducted in the evening.

2. The Title I Program at the eligible non-public school was concentrated in the academic areas of reading and math in grades 3-6, using one (1) teacher and one (1) aide for one-half day, five (5) days a week.

Sixteen students participated in the program. Sullivan programmed materials, Hoffman learning materials, overhead projectors, duplicated materials, teacher-made activities and various other materials helped to bring all of the children to a higher achievement level.

3. The Board of Education supplied a teacher for three (3) hours each day to teach under-achievers at one eligible non-public school.

4. The non-public schools participated in the academic activities and supportive services on the same basis as the public schools. Nine non-public schools participated in Title I programs. Nine teachers were employed to teach the communication skills classes. Each teacher had an aide employed to assist her in the program. Seven hundred and fifty students participated in the communication skills classes. Pupils who participated were selected according to the same criteria used for public schools; i.e., they were performing in the first six stanines in the first grade, at least five months below in grades two through six and at least one year below actual grade placement in grades seven through twelve. Materials and equipment to support the program were furnished.

5. A needs assessment indicated that there were a significant number of pupils who resided in eligible Title I school areas attending the one non-public school.

   Results of achievement tests indicated that reading was an area of greatest academic deprivation. After consultation with the school administrator and interested parents, the decision to supply a reading teacher was reached. As a result, a full-time reading teacher was assigned to the school to implement and facilitate reading activities for eligible pupils.

The teacher received the instructional allocation, counselor-evaluator services, social worker service, in-service education activities, and all other services which were available to all Title I personnel participating in the program.

6. One teacher was assigned to a four-teacher Catholic school with an enrollment of 81 students in grades one through eight. The teacher organized six 45 minute classes in grades 1-6. In three classes she taught remedial reading to students in grades 2-6; while in the other three she taught remedial arithmetic to students in grades 1-6. Lunchroom and stage facilities were made available for teaching space and for storage of materials. A representative from the school served on the District Title I Advisory Committee.

7. Twenty-six children from three private schools participated in Title I reading and math projects at their own schools. A pro rata share of money for instructional materials was provided for private school children for the purchase of special materials. An aide, working under the supervision of the Title I curriculum specialist and the regular private school teacher worked with small groups, of eligible children in the appropriate subjects for a minimum of thirty minutes every other day.

In addition, the private schools had access to all special services of the Title I program including help with materials and instruction from the curriculum specialist, provision of tests and coordination of the testing from the counselor-evaluator, health services from the nurses, social work assistance from the social worker, help with media from the media specialist, and administrative assistance from the program coordinator.

8. Title I teachers assisted in administering a readiness test to recommend students in private kindergartens. The results of this testing will help to place students in the first grade Title I classes in September, 1975.

9. Nine children from non-public schools participated in the Title I summer program. They were enrolled in math, reading and speech therapy classes.

10. An elementary counselor visited two eligible non-public schools on a regular schedule and worked with 102 children enrolled in the Title I reading program. The PAL supervising teacher implemented PAL, a cross-age tutoring program at one of the schools. The Council of Jewish Women's Third Grade Group Guidance Program was secured for one school through the efforts of an elementary counselor.

11. A certified Title I reading teacher went to the eligible non-public school each day and held a special remedial reading class for the nine identified target students.

Diagnostic procedures were used and prescriptive teaching methods were employed utilizing Title I materials and supplies. The teacher worked closely with the regular classroom teachers of the target students and the principal so as to coordinate all teaching goals and efforts.

12. A Title I reading teacher went to the eligible non-public school for one period each day. The pupils (16) met daily for 40 minutes. Reading skills were taught in vocabulary and comprehension. This activity was a supplement to the regular classroom work.

    Word attack, word meaning, fact questions, generalizations, inferences and relationships were taught using the materials available in the regular public school classroom.

13. A reading teacher was assigned to the eligible parochial school for the regular school year and carried out a program similar to those in public classrooms. Services of the Title I social worker were provided to the disadvantaged on private school property.

    The I.M.C. provided and delivered material and equipment for use with these children on a request basis.

    The Title I teachers planned outdoor activities to include participation on public and private school grounds, including a field day of sports and games.

14. All services provided for the regular public school participants were extended to non-public schools; however, the following describes the extent of participation:

    1. Non-public school personnel attended in-service and workshop sessions throughout the year.
    2. Professional materials and books were provided and shared during the year. Limited use of audio-visual devices were provided to accommodate special needs.
    3. Testing and evaluation services were provided by administering several individual tests to enrollees in non-public schools. Conferences with parents were also held.
    4. Parents of non-public schools were invited and attended parent sessions during the year.
    5. Reading coordinator participated in special assembly program.
    6. Reading coordinator shared student newspaper.
    7. Testing and evaluation coordinator shared parent newsletter.

15. One reading teacher was employed to teach compensatory reading in grades one, two, and three. Approximately 50 students participated in the reading program during the 1974-75 year. Invitation was extended for participation in the in-service programs offered public school Title I personnel. Other services were limited to monitoring by the Title I coordinator.

VII. GENERAL EVALUATION OF THE PROJECT

Check the one statement that most appropriately describes the over-all evaluation of the impact of this project.

109 1. The project activities and services were designed to meet the educational needs of educationally deprived children, and were successful.

18 2. The project was successful, but the limited Title I funds available did not adequately fund the project.

1 3. The project had very little impact on raising the level of educational attainment of educationally deprived children participating in the program.

______ 4. The project activities and services were not appropriate and are in need of revision.

______ 5. The project activities and services helped all the children rather than focusing on educationally deprived children.

If you checked 3 or 4, write a brief explanation in the space below.

Due to late funding, some of the LEA's were not able to implement the planned program at the beginning of the term.

The LEA indicating No. 3 had difficulty because the entire system was changing to the Individually Guided Education program (IGE). The entire year was in upheaval and the Title I classes were moved from one place to another. As a result, the progress was poor.

VIII. CHANGES IN PROGRAM APPROVAL

General changes in program approval were due to more specific requirements and to added requirements. Before a project was approved, each LEA was required to do the following:

1. Submit an assurance checksheet which was intended to reduce the amount of writing in the application. (The assurance checksheet is on the following pages.)
2. Have an indirect cost plan approved beginning July or a letter from the superintendent stating that he would not collect indirect cost, but would operate within the regulations.
3. Prove the effectiveness of the FY 1974 program or submit definite plans for changes, such as concentrating activities and services more, training the teachers and supervising the program more thoroughly.
4. Submit justification for the purchase of equipment for use in specific programs.
5. Include in the calendar of events approximate dates for Advisory Council meetings.

IX. OTHER TITLE I ACTIVITIES

In addition to the programs for disadvantaged children in the public and private schools, special programs were conducted in three state institutions for neglected and delinquent children and in three state penal institutions for eligible inmates.

Classes were also conducted in three institutions for handicapped children and in two mental institutions. Eight LEA's conducted programs for children of migrant workers. Special evaluation reports were written for those programs. The reports will be disseminated along with this report.

School systems which conducted migrant programs in FY 1975 were Baldwin, DeKalb, Jackson, St. Clair, Pike, Cullman, Geneva and Mobile.

Institutions for the neglected and delinquent were the Girls Training School, Alabama Boys Industrial School, and Alabama Industrial School. The penal institutions were Julia Tutwiler Prison for Women, J. F. Ingram State Vocational School and Atmore State Vocational School.

Institutions for the handicapped were Partlow State School and Hospital, Alabama Institution for the Deaf and Blind and Lurleen B. Wallace Developmental Center. The Mental institutions were Bryce Hospital and Searcy Hospital.

ASSURANCE CHECKSHEET

TITLE I APPLICATION

The LEA assures that each of the rules and regulations listed below have been met as indicated. (If an item is not applicable describe condition in narrative. Reference is made to a section of the State Handbook at the end of each item.) Each original Title I Application, ES-6 and ES-8 must be accompanied by a completed Assurance Checksheet.

1. Groups and agencies involved in analyzing and assessing needs and in planning and developing this Title I project participated as follows:

	MEETING						
	Latest Date	Place	No. of Members Attending	Did Approve		Did Not Approve	
				Reg.	Sum.	Reg	Sum.
a. Parent Advisory Council (including more than a simple majority of parents of participants)							
b. Advisory Staff (Teachers, principals para-professionals, central office personnel, etc.)							
c. Private school authorities.							
d. Representatives from other Federally financed programs							
e. Other (specify) (Use back of this page.)							

(Sections 3.1, 3.4, 4.5.1, 4.8.1, and 14)

2. All Title I activities/services will be supplemental to the normal program in meeting the needs of the educationally deprived children during --

______ regular school term

______ summer term

______ both

(Section 7)

3. Assurance of Comparability for the LEA --

______ has been submitted

______ has been met and will be maintained

______ other - (Specify) (Section 7) ____

4. Pre-school activities/supportive services for the educationally deprived as prescribed in Section 17 of the State Handbook are adequately provided by --

______ this Title I project

______ OEO

______ other agency or agencies (specify) (Use back of page)

****

ANSWER THESE QUESTIONS WITH YES OR NO YES NO

5. The LEA has coordinated the activities and/or services in this application with other available federal agencies to avoid duplication of effort and to assure input from other agencies in project planning. (Section 3.1) ____ ____

6. The LEA has met the criteria for Parental Involvement in Title I programs as described by Section 3.4 of the State Handbook and have minutes of meeting on file. ____ ____

	YES	NO
7. Accountability factors except item 4.8.8 are incorporated in the application.	____	____
8. The most pressing needs of the educationally deprived target pupils are assigned priority for K-3 first, grades 4-6 next, then secondary grades 7-12. (Section 5)	____	____
9. Information from the applications and evaluations of prior year projects have been analyzed and incorporated in developing and implementing the drafting of this application. (Section 13.4 and 22.2.4)	____	____
10. The LEA will follow/has followed the Procedures for Disseminating Information as specified in Section 15.2 of the State Handbook. (See page 65) List exceptions, if any.	____	____
11. The LEA will make/has made Title I documents available to the public on request as prescribed in Section 110 of P. L. 91-230 (the 1970 amendments to the Elementary and Secondary Education Act) and in Section 16 of the State Handbook. (Section 16)	____	____
12. Title I summer schools give priority to those children having multiple educational needs in grades K-3 first, 4-6 next, then secondary grades 7-12. (Section 5)	____	____
13. Professional and para-professional Title I staff members will be involved in a structured continuous in-service program. (Section 22.2.1)	____	____
14. Pre-service training of Title I staff members will include: a. Evaluation of previous year's program (Section 22.2.4) b. A knowledge of all aspects of the proposed project including the specific objectives and evaluation plans to the program. (Section 22.2.4 and 22.2.5)	____	____

	YES	NO
15. A complete orientation of the approved program will be included in an in-service program for all the staff. (Section 22.2.6)		
16. An audit following the Audit Guide included in the Title I Handbook has been completed for the last completed year for which an ES-3, "Final Financial Report", has been filed.		
17. The LEA assures that it will expend or has expended funds for direct cost only as indicated in the approved Title I application, except those funds listed in Item 9, Line 11a, which is the amount derived from the approved rate from Indirect Cost, Plan II. (Bureau of the Budget, A-87)		
18. When the LEA elects not to file an indirect cost plan all rules and regulations governing indirect cost are being adhered to. (Circular A-87)		
19. All materials/supplies to be purchased are necessary to properly conduct this Title I program and will be utilized exclusively to implement approved Title I activities. (Section 6.2.2)		

Superintendent

Date

X. TEACHER TRAINING

Due to the uncertainty of funding and the late allocation of funds, many teachers who had been trained to work with Title I left the program. Therefore, many of the teachers assigned to Title I were new to the Title I program and required extensive training. The first-year teacher-training program (in its second year) was very helpful in training and supervising some of the first year Title I teachers.

The requirement by the State Board of Education to plan and implement pre-service and in-service education and the requirement of Title I that the teachers have structured in-service training has resulted in much teacher-training activity. Title I training was done through workshops, inter-visitation and attendance of college classes.

The estimated amount of thirty-one thousand ($31,000) was spent during the regular term and fourteen thousand one hundred ninety three ($14,193) during the summer from Title I funds. The 354 teachers who attended college classes during the regular session and 205 who attended college classes in the summer paid their own expenses except for $1,477.

The Title I mathematics, reading and evaluation specialists helped with inservice in as many LEA's as possible. Sixty-seven formal workshops in training in the diagnostic-prescriptive approach were held in addition to the assistance given in individual LEA's. This assistance from the Title I staff reduced the spending of local Title I monies for inservice. The checklists for reporting in-service and the areas of training are on the following pages. The figures are compiled from the LEA reports.

STAFF DEVELOPMENT
(USE OF TITLE I OR OTHER FUNDS FOR IN-SERVICE TRAINING OF TITLE I PERSONNEL)

REGULAR SESSION

	No. Teachers	Other Educators	Teacher Aides	Title I Funds	Other Funds
1. Attended College Classes on Campus	354	31	84	$ 450.00	$
2. Attended Local College Classes	228	15	93	1,070.00	
3. Workshops of Five (5) or More Hours	1,834	194	882	16,660.84	1,800.00
4. Short Term Instruction	931	90	449	3,926.96	
5. Visits to Other Programs and Activities	804½	77	182	6,915.87	750.00
6. Special Teacher Aide Instruction	163	35	822	1,171.00	300.00

SUMMER SESSION

	No. Teachers	Other Educators	Teacher Aides	Title I Funds	Other Fund
1. Attended College Classes on Campus	205	16	26	$ 1,027.43	$
2. Attended Local College Classes	104	6	13	170.00	
3. Workshops of Five (5) or More Hours	853	67	190	11,953.53	3,580.00
4. Short Term Instruction	684	633	63	420.00	
5. Visits to Other Programs and Activities	39	2		52.00	
6. Special Teacher Aide Instruction	21	4	165	570.00	

XI. PARENT AND COMMUNITY INVOLVEMENT

LEA Title I coordinators made a special effort in 1975 to involve the parents of participants in the Title I program. Eighty-three LEA's organized parent committees for each school. The LEA's which reported the most success were enthusiastic about the possibilities through effective communications with parents. They could foresee better public relations, assistance in identification of social, academic or physical problems; improvement in achievement levels; fewer absentees and dropouts; future tax support (local); happier, more successful children; and even aid during the day through employment or through voluntary work.

Many methods were used to involve parents. The ones most often reported were:

1. Organizing local parent committees, getting parents into the schools by means of student programs, coffee hours, special student demonstrations, homemaking classes, using parents for chaperons on trips, and using parents for aides and tutors.
2. Reaching the parents in the home by use of educational television with children on programs, use of radio programs, sending publications to them and by visitation of teachers, visiting teachers, social workers, school nurses, counselors, etc.
3. By really showing the parents that they were needed and welcome.

Other members of the community were involved by some of the methods listed above and by enlisting their help in the programs. Business leaders of various industries or vocations of interest spoke to classes and/or arranged for classes to visit the business site. In some instances, the talks and/or demonstrations were video-taped for use by other classes or future classes.

The community members were also involved in community-wide school projects and through the dissemination of materials. In some LEA's retired teachers and members of service clubs volunteered to serve certain days of the week or month.

XII. PARENT ADVISORY COUNCILS

Eighty-three of the one hundred twenty-five LEA's organized local school PAC's in 1975. Some small LEA's with one eligible Title I school used the same parents in the PAC which was local and system-wide. Many of the local school PAC's were organized after the program had begun. Therefore, the parents of each school may not have had input in the development, but they were briefed upon organization. All LEA's had organized the school PAC's and given members an opportunity for input before the 1976 projects were written.

SEA Title I staff members met with PAC's when they were working in the area and/or when requested. Some helped with planning workshops for parents. The SEA supplied local coordinators with films, transparencies and packets of materials relating to parent involvement. LEA's exchanged ideas and materials with each other.

The LEA's kept records of the PAC meetings. These records contained the dates meetings were held, the location, the names of the parents attending and minutes of the meetings. The assurence checksheet which must accompany the application verifies that the PAC had met before the final writing of the application. The SEA consultants checked the item concerning the involvement of the PAC very carefully when making administrative reviews.

Compiled reports of the PAC meetings and local parent committees follow.

ADVISORY COUNCIL REPORT
(System wide)

NUMBER	
1,892	People who participated on Parent Advisory Council.
1,568	Were parents of public school students.
18	Were parents of nonpublic school students.
169	Were not parents of school age children.
1,406	Were parents of Title I children.
13	Were parents of nonpublic school students in the Title I program.
233	Were employed by the Board of Education.
41	Other

What were the duties of the Advisory Council? (Mark all that apply).	YES	NO
1. Supplied information on parents views of educational needs	124	
2. Participated in the development of Title I program	120	4
3. Reviewed Title I applications for current fiscal year	124	
4. Made recommendations concerning the Title I programs	124	
5. Participated in Title I program evaluations	110	9
6. Other duties	5	

PARENTS' COMMITTEES
(Local)

NUMBER	
4,797	People who participated on Parents' Committee.
4,176	Were parents of public school students.
43	Were parents of nonpublic school students.
252	Were not parents of school age children.
4,029	Were parents of Title I children.
27	Were parents of non-public school students in the Title I program.
368	Were employed by the Board of Education.
45	Other

What were the duties of the Parents' Committee? (Mark all that apply).	LEA RESPONSES	
	YES	NO
1. Supplied information on parents views of educational needs	125	
2. Participated in the development of Title I program	121	4
3. Reviewed Title I applications for current fiscal year	118	7
4. Made recommendations concerning the Title I programs	125	
5. Participated in Title I program evaluations	123	2
6. Other duties, specify	X	X

Help recruit other parents.

Serve as liaison agents between the public and the Title I program.

Serve on telephone and transportation and refreshment committees.

Serve as tutors in reading.

Assist in arranging displays and exhibits.

Serve as chaperons on trips.

Observe teaching techniques in Title I classes.

XIII. NUMBER OF YEARS (REGULAR SESSION) PARTICIPANTS HAVE BEEN IN TITLE I PROGRAM INCLUDING FY 74-75. IF ANY FIRST GRADERS WERE IN THE TWO YEARS, PUT A NOTE BELOW GIVING THE NUMBER WHICH WERE IN TITLE I PRE-SCHOOL AND THE NUMBER WHICH WERE REPEATERS.

GRADE LEVEL	ONE YEAR	TWO YEARS	THREE YEARS	FOUR YEARS	FIVE YEARS
KINDERGARTEN	8,566	17			
ONE	16,619	2,108*	58	3	
TWO	10,297	7,359	1,183	37	
THREE	7,691	5,529	4,278	527	14
FOUR	6,624	4,179	3,071	1,883	193
FIVE	5,480	3,926	2,570	1,527	920
SIX	4,858	3,070	4,997	1,337	947
SEVEN	2,413	1,588	681	502	199
EIGHT	1,468	908	457	163	60
NINE	2,014	573	351	122	72
TEN	1,010	339	98	30	4
ELEVEN	811	185	77	18	1
TWELVE	314	53	50	8	1

*698 were first grade repeaters and 893 of the 2,108 had been in kindergarten. The reasons for the other first graders having been in the program for two or more years were not given.

XIV. SUMMARY OF TITLE I PROGRAMS

A. Preschool: Forty-five LEA's conducted preschool under Title I during the regular term for nine months. The participants were tentatively identified by Headstart records, commercial kindergarten records, economic status, records of siblings who had been unsuccessful in school, immaturity, etc. Then each of the prospective participants was tested. The tests used for identification were Metropolitan Readiness, Test of Basic Experiences, Lee-Clark Readiness, Gates MacGinitie Readiness, Stanford Early School Achievement Test and Inventory of Skills Test. Additional tests used during the programs were Murphy Durrell, Peabody Picture Vocabulary, Draw-A-Man, Yang Ho Behavior Maturity Scale, Harrison Stroud Reading Readiness Profiles, Scott-Foresman Initial Survey Test and Boehm Test of Basic Skills.

The children who rated below the fiftieth percentile or the fifth stanine (the average cut-off level) were selected first with others up to the sixtieth percentile being accepted on a space available basis. Some LEA's gave only the general concepts or language parts of the tests to identify the children and gave the other parts after they were in the program. The programs were reported as successful. Since some reported in raw scores, others in stanines and others in percentiles, an average score was not available for all. The scores which could be grouped are in the section on testing.

B. Elementary: The elementary program consisted of reading in 124 LEA's and mathematics in 71 of the 125 LEA's. One LEA had only a kindergarten program. Test scores are in the section on testing.

Services consisted of teacher aides, social services, counseling and testing, health services, psychological, etc. These services helped to involve parents and to reduce absenteeism.

C. Secondary: Reading and mathematics were the main instructional activities conducted in secondary grades for eligible Title I participants. The activities were more concentrated in the junior high school grades (7-9). Supportive services included teacher aides, social services, counseling and testing, health services (medical and dental) and psychological services when needed. One LEA had night classes in several academic areas in a dropout program. The scores for the night classes in grades ten, eleven and twelve account for many of the scores under "little or no progress" in the testing section.

PART TWO - PROGRAM EFFECTIVENESS

II. THE TESTING PROGRAM

Students who were in the Title I program in 1974 and were still achieving below grade level and additional students recommended by teachers were tested for the Title I classes. After testing, those children with the greatest needs were placed in Title I classes. Others below grade level were placed on a waiting list. As students achieved grade leval and were phased out of the program, students from the waiting list were placed. Each student was given a standardized achievememt test for placement and for the post test. In addition, a majority of the students were given diagnostic tests. Each LEA did interim testing on a sampling basis.

The tests most often used were California Achievement Tests, Metropolitan Achievement Tests, Stanford Achievement Tests, SRA Achievement Tests, and Gates-McGinitie Reading Tests. First grade participants were given a readiness test and a post test. Those children who repeated the first grade were given achievement tests. The preschool children were given pre and post tests to identify, diagnose and evaluate progress.

When test scores did not show as much progress as was expected, the LEA coordinator was required to analyze the problem and make whatever changes were indicated before the FY 76 project was approved.

The diagnostic-prescriptive approach to teaching was required of each LEA. Workshops were held by SEA Title I personnel to train teachers to diagnose each child's needs and to write prescriptions to care for the identified needs. The LEA's with trained supervisors were able to implement a management system which should be very helpful in using the diagnostic-prescriptive approach. Fiscal year 1975 proved to be a year of almost constant in-service for Title I teachers.

As a result of changing methods of teaching, in-service training, etc., the average progress made was not as great as was anticipated. Although the percentage of students making over one year's progress increased, the number making progress above the baseline of .7 years progress remained the same.

Of the 71,902 Title I students in the reading program for nine months in grades one through twelve who took the pre and post tests, 28.61 percent made more than 1.5 years of gain, 52.04 percent made over one year of gain and 70.07 percent gained over seven months during the seven months (average time between testing) of participation.

Thirty-one thousand two hundred forty-four (31,244) students were in the mathematics program for nine months. Twenty-nine and ninety-one percent (29.91%) made over 1.5 year's progress, 55.30 percent made over one year of progress and 74.14 percent made over seven months of progress in an average of seven months between pre and post testing. The overall average gain in seven months between testing in grades two through eight for reading and mathematics was 1.1.

The progress of the students who achieved to grade level and were phased out of the program was not included in the reported test results. The number of students who returned to the regular classroom, left without a post test or were in special education classes amounted to 22,107.

TITLE I KINDERGARTENS

The preschool children who enrolled in the Title I kindergarten programs were given a test to determine eligibility. The fifth (5) stanine was the average cut-off score selected by the LEA's. This caused no problem since the average stanine score in some LEA's was somewhat lower. As a result, the average beginning stanine was the third (3) stanine. The average stanine at the end of the regular term was six (6).

The Test of Basic Experience (TOBE) was used by thirty-nine (39) of the forty-five (45) LEA's implementing kindergarten programs. One of the remaining six (6) used Gates MacGinitie, one used Lee Clark, three used Metropolitan Readiness and one used a locally devised Inventory of Basic Skills.

The scores on the following three pages are averages for those children who were in the program the entire nine months. The pretest scores of those who dropped out or moved away were removed from the list. The kindergarten program was well received in each LEA which had a program. Parent involvement was very good.

KINDERGARTEN TEST RESULTS

NAME OF TEST: STANFORD EARLY SCHOOL ACHIEVEMENT TEST

			Beginning Kindergarten Norms			End of Kindergarten Norms			
	Number of Students	Date Pretest	Raw Score	Stanine	%ile	Post Test	Raw Score	Stanine	%ile
The Environment	613	9/74	17.6	2.7	16.9	5/75	30.2	4.2	47.1
Mathematics	613	9/74	9.2	3.6	28.4	5/75	19.0	4.7	46.9
Letters and Sounds	613	9/74	10.0	4.5	42.9	5/75	20.6	5.7	60.3
Aural Comprehension	613	9/74	10.6	3.1	26.5	5/75	18.1	4.8	42.1
TOTAL OR AVERAGE	613	9/74	47.6	3.8	26.3	5/75	87.9	5.6	56.8

SCORES FOR PUPILS TAKING LETTERS AND SOUNDS ONLY

	Number of Students	Date Pretest	Raw Score	Stanine	%ile	Post Test	Raw Score	Stanine	%ile
TOTAL OR AVERAGE Letters and Sounds	682	9/74	7.6	3.6	31.4	5/75	19.1	5.1	50.7

KINDERGARTEN TEST RESULTS

SYSTEM ______________________

NAME OF TEST Test of Basic Experiences (TOBE)

	Number of Students	Date Pretest	Raw Score	Stanine	%ile	Grade Placement	Date Post Test	Raw Score	Stanine	%ile	Grade Placement
MATH	2,019	9/74	Average 14	Average 3	Average 24		5/75	18	6	68	
LANGUAGE	2,040	9/74	13	3	26		5/75	20	7	72	
SOCIAL STUDIES	713	9/74	11	3	32		5/75	22	6	75	
GENERAL CONCEPTS	2,468	9/74	11	3	17		5/75	20	6	65	
SCIENCE	713	9/74	14	3	28		5/75	22	6	71	

Some LEA's administered the Basic Concepts part of the TOBE to identify the eligible students and then administered the other sections of the test to identify needs. Others administered all parts of the test and admitted the students on the average score. This accounts for the difference in the number of students.

KINDERGARTEN TEST RESULTS

	Number of Students	Date Pretest	Raw Score	Stanine	%ile	Grade Placement	Post Test	Raw Score	Stanine	%ile	Grade Placement
GATES MacGINITIE	63	9/74	58	4	15		5/75	111	6	88	
METROPOLITAN	524	9/74	33	3	14		5/75	573	5.3	55	
LEE CLARK	169	9/74	25		15		5/75	56		87	
INVENTORY OF READINESS SKILLS	115	9/74			35		5/75			91	

READING ACHIEVEMENT GAINS OF ESEA TITLE I, PUBLIC SCHOOL STUDENTS BY GRADE LEVEL, 1974 - 75

Grade Level	Number of students	Number of students, by month's growth			
		Substantial 1.5+	Moderate 1.0 to 1.4	Moderate 0.7 to 0.9	Little or None 0.6 or less
One	8,965	2,871	2,180	1,636	2,278
Two	12,802	3,347	3,550	2,425	3,480
Three	12,596	3,294	3,293	2,394	3,615
Four	11,208	3,488	2,385	1,997	3,338
Five	10,550	3,035	2,393	1,872	3,250
Six	8,736	2,614	1,925	1,598	2,599
Seven	3,455	1,010	569	487	1,389
Eight	2,046	623	325	286	812
Nine	1,038	177	136	203	522
Ten	235	36	49	32	118
Eleven	179	47	30	21	81
Twelve	92	30	11	11	40
Total or Average	71,902	20,572	16,846	12,962	21,522
		28.61%	23.43%	18.03%	29.93%

This page is for those who participated for nine months.

MATHEMATICS ACHIEVEMENT GAINS OF ESEA TITLE I, PUBLIC SCHOOL STUDENTS BY GRADE LEVEL, 1974 - 75

Grade Level	Number of students	Number of students, by month's growth			
		Substantial 1.5+	Moderate		Little or None 0.6 or less
			1.0 to 1.4	0.7 to 0.9	
One	3,802	1,070	947	806	979
Two	5,293	1,723	1,529	1,009	1,032
Three	5,623	1,927	1,466	981	1,249
Four	5,445	1,648	1,285	1,014	1,498
Five	4,831	1,272	1,222	920	1,417
Six	3,939	937	1,018	844	1,140
Seven	1,273	439	273	178	383
Eight	863	272	162	113	316
Nine	78	43	10	5	20
Ten	23	7	7	3	6
Eleven	42	5	9	7	21
Twelve	32	3	4	5	20
Total or Average	31,244	9,346	7,932	5,885	8,081
		29.91%	25.39%	18.84%	25.86%

This page is for those who participated for nine months.

READING

GRADE	NUMBER OF STUDENTS	PRE	POST	GAIN
1	8,965 *			
2	12,802	1.1	2.2	1.1
3	12,596	1.8	2.8	1.0
4	11,208	2.3	3.3	1.0
5	10,550	2.9	4.0	1.1
6	8,736	3.6	4.7	1.1
7	3,455	4.1	5.2	1.1
8	2,046	4.2	5.6	1.4

* First grade pretest and some posttest scores were reported in raw scores, stanines or percentiles.

MATHEMATICS

GRADE	NUMBER OF STUDENTS	PRE	POST	GAIN
1	3,802 *			
2	5,293	1.1	2.3	1.2
3	5,623	1.9	3.0	1.1
4	5,445	2.6	3.7	1.1
5	4,831	3.3	4.4	1.1
6	3,939	4.0	5.0	1.0
7	1,273	4.6	5.7	1.1
8	863	5.1	6.2	1.1

* First grade pretest and some posttest scores were reported in raw scores, stanines or percentiles.

PART III

SPECIAL REPORTS

Included in the FY 1975 Title I Evaluation Format were special outlines to be followed in writing reports on the following:

1. Each instructional activity
2. Each supportive service
3. Case studies in each of the areas
4. Teacher-teacher aide program
5. Parent and community involvement

It was suggested that the outlines be given to Title I teachers and supportive service staff at the beginning of the year so they could begin keeping notes on the procedures being used in the activities or on the child being studied. Each staff member was to write a case study. The LEA coordinator selected the ones to be included in the evaluation report to the SEA. (The names used in the case studies are fictitious.)

On the following pages are samples of the reading and mathematics reports and case studies in those areas, the teacher aide program and the parent and community involvement program.

Copies of the reports on supportive services and case studies done by the personnel in those areas are on file with the reports not used here.

SYSTEM: TUSCALOOSA CITY

KINDERGARTEN PROGRAM

A. Name of L. E. A.

Tuscaloosa City System

B. For Further Information, Contact

Judith A. White, Kindergarten Supervisor
Tuscaloosa City Board of Education
1100 21st Street, East
Tuscaloosa, Alabama 35401
Phone: 795-5705

C. Objective

Five-year-old children who meet the eligibility criteria, as defined in the FY 1974-75 Title I Proposal, will be enrolled in the Title I Kindergarten Program where thirty-eight percent will indicate a readiness level of average, thirty-seven percent will indicate a readiness level of low normal, fifteen percent will indicate a readiness level of high normal, five percent will indicate a readiness level of superior, and five percent will show a low readiness level as measured by the Metropolitan Readiness Test at the end of the year.

D. Treatment

1. Teacher Class Size and Classroom Organization

   There were fourteen kindergarten classes located in seven elementary schools. Each class was self-contained and limited in enrollment to twenty students. One teacher and one aide were assigned to each class. Children attended daily for the entire school day.

2. Equipment, Materials and Devices Used to Stimulate Participants

   Within the framework of the self-contained classroom, the activities of the kindergarten were organized around interest centers. Many different centers were established and altered throughout the year. The following ones were considered basic to the program: Housekeeping, Language Arts, Science, Math, Music, Art, Block Building, and Woodworking.

A list of typical materials used in the centers will be made available upon request. Concepts and skills were emphasized in small instructional groups. A locally developed curriculum guide outlined the areas focused upon and gave suggestions for teaching the skills.

Some of the materials used regularly were the "Peabody Language Development Kit", "Sounds and Symbols Kit", and "Development of Number Readiness" materials. A large collection of filmstrips related to the concepts were available for checking out by the teachers. Books, records, games, and other materials were available in the classroom.

3. Trips and Visits Associated With Units of Study

These included such places as the zoo, library, post office, fire station, police station, dairy, park, grocery store and other places of interest.

4. Counseling and Guidance

Counseling and guidance services were provided primarily by the teacher. Two elementary guidance counselors were employed by the school system this year and were available to give suggestions and advice to the teachers on ways to work with children with special needs. A limited number of children received help directly from the guidance counselors. The Title I Tester/Evaluator gave individual psychological tests to referred children. Recommendations concerning the children were made to the teachers and assistance with learning and behavioral management was given on the basis of test results and observation. Analyses of test performance on the Metropolitan Readiness Test were made and recommendations given for improving classroom instruction.

5. Health and Nutrition

The Tuscaloosa City school nurses provided special health services for those children who were referred by the kindergarten teachers.

Vision screening was conducted by the kindergarten teachers. Hearing evaluations were made by speech therapist interns from the University of Alabama. Parents were notified when it was determined that a child had some difficulty. Some children received speech therapy throughout the year.

Health and safety instruction was provided by the kindergarten teachers. Mid-morning snacks were a part of the program. School lunches were available on a paying basis or free if the family qualified for assistance.

6. Home-School Worker

The Title I home/school worker worked further with children who needed additional or extended services beyond that provided by the guidance counselors or school nurses. The home/school worker assisted teachers in working with reluctant parents by going directly into the home and sometimes accompanying the parents to the school. The home/school worker attempted to work with the causes of the children's problems.

E. Participants

1. General Description

Participants included approximately 270 kindergarten children who were five years old by October 1, 1974. The majority of the children enrolled in the program were black. The children were judged on the basis of scores from the Tests of Basic Experiences to be educationally disadvantaged. A large number were from economically deprived families. Intelligence ranged from below average to high average.

2. Behavioral Problems

The majority of the children exhibited behavior within the normal range for five year olds. Some of the children with problems were given special attention. The school system's guidance counselors were available for consultation concerning ways to work with these children and with their parents. The home/school worker helped some parents to work at home with their children.

Various techniques employed for classroom control included rewarding and emphasizing positive behavior, ignoring some types of unsuitable behavior, placing restrictions on activities that promote misbehavior, and developing rules of conduct.

3. Treatment Accommodations

Children participated in a variety of experiences related to their developmental levels. Concept development and instruction in subject areas were interwoven in an activity centered program. Individual, small and large group instruction was conducted both in and out of the classroom. The discovery method of learning was encouraged through the use of interest centers.

4. Description of Staff

a. Teachers

There were fourteen certified teachers in the kindergarten program. The majority had experiences or course work in early childhood education. Some had Early Childhood teaching certificates.

It was the responsibility of the teachers, with the guidance of the kindergarten supervisor, to plan, develop, and implement the curriculum of the kindergarten program. Teachers gave on-the-job training to aides. They held regular planning sessions and assigned and supervised specific duties. Teachers were responsible for keeping records on all their students and for administering achievement tests.

Involving parents in the kindergarten program was one of the major concerns of the teachers. Many methods were utilized. (See Parent Involvement in Section F.)

Teachers were actively involved in the screening of kindergarten applicants. They participated in special kindergarten in-service programs as well as regular system-wide activities. They were activive, contributing members of the school faculties of which they were a part.

b. Aides

Fourteen aides were employed during the school term for seven hours a day, five days a week.

Their educational training ranged from high school graduate to college graduate. Aides were responsible for assisting the teachers in all of the kindergarten activities.

Teachers gave on-the-job training and in-service meetings were held by the kindergarten supervisor. (See Teacher-Aide Program for details of responsibility.)

c. Supervisor

The kindergarten supervisor had training and experience in the area of supervision, early childhood education and elementary education. The supervisor was responsible for directing the kindergarten program. This included guiding the teachers in performing their various responsibilities, providing resource material, establishing priorities in the goals of the program, making materials available, developing an on-going, in-service training program for teachers and aides, maintaining communication links between all persons involved in the program, screening kindergarten applicants and enlisting the services of supportive personnel.

F. Related Component

1. Involvement of Parents of Participants

Parents were encouraged to help with classroom activities and to participate in special projects to expand awareness of their child's development and to increase the understanding of the educational abilities their child possessed.

Some of the activities included visiting special school programs, participating in parent groups, assisting with field trips, helping with woodworking and other projects, making materials to be used in the classroom, etc. (See the Parent Involvement Section.)

2. Teacher Aides

Teacher aides have a regular part of the kindergarten program. (See report on Teacher/Teacher-Aide Program for details.)

3. In-Service

Teachers were involved in monthly in-service meetings. Topics discussed included parent involvement, behavior, modification, testing, new materials, and techniques, and other areas of concern to the teachers and important to the kindergarten program.

Beginning with a week's workshop in August and continuing throughout the school year, the kindergarten teachers have been developing a curriculum guide for the kindergartens. The areas focused upon for this year were philosophy, goals, requirements, and school studies, science, health and safety, mathematical and language arts of the instructional program.

Two teachers attended the National Association for the Education of Young Children in Washington, D. C. Two teachers and the supervisor attended the Southern Association on Children Under Six in Miami, Florida, and five teachers attended the Alabama Association for Young Children in Mobile, Alabama.

Teacher aides were provided training on the job by the teachers as well as two special training sessions conducted by the supervisor. Three aides are completing a hundred hour training program for people who work with young children. This course has been held every Wednesday afternoon at the University of Alabama.

G. Effectiveness

Form A of the Metropolitan Readiness Test was administered to the total kindergarten population in September, 1974, and Form B was administered in May, 1975. The test is designed to measure the extent to which skills and abilities that contribute to readiness for first grade instruction have been mastered. The test includes six basic tests in the areas of word meaning, listening, matching, letter and number recognition and copying. A seventh optional test, Draw-A-Man, provides an index of general intellectual maturity. The time for these tests ranges from 5½ to 7 minutes. The total working time for the entire test is approximately 60 minutes.

The tests provided the following data:

KINDERGARTEN TEST RESULTS
1974-75
N = 238

Readiness Level	Number of Pupils			Percentages			
	Pre	Post	May 1974	Pre	Post	May 1974	Nat'l Norms
A-Superior	1	11	11	.4%	5%	5%	7%
B-High Normal	1	41	44	.4%	18%	19%	24%
C-Average	14	93	92	6%	39%	39%	38%
D-Low Normal	148	88	82	62%	37%	35%	24%
E-Low	74	5	5	31%	2%	2%	7%

SYSTEM: TUSCALOOSA CITY

It is evident from the data that the test objectives of the kindergarten have been met successfully.

1. Other Measures of Effectiveness

Observable positive changes in attitude and self-concept were manifested in the majority of cases.

Samples of children's work kept through the year have shown marked improvement.

The children have demonstrated growth in independence and self-direction. They have become more verbal and outgoing in their social behavior.

Contributions to class discussion have shown progressive sophistication and awareness.

Attendance has been high. Excessive absences were usually due to illness.

Parent interest has been high and participation has been average. Teachers have had contact with most parents.

Observation revealed that the children appeared to be secure and happy in their kindergarten classes. They demonstrated pride in their room and in their accomplishments.

H. Budget*

Total Cost of Program - $119,450.00

Funding Source - Title I

Cost Per Pupil - $442.41

*Budget comprises professional and aide salaries and fringe benefits, instructional equipment and supplies, professional travel, substitute teachers, mid-morning snack, and transportation.

SYSTEM Bessemer City Schools
Reading

A. Bessemer City Schools

B. Bonnie Nicholson
412 North 17 Street
Bessemer, Alabama 35020
Telephone Number: 424-9570

C. 1. The average spring score of the Title I Grade I student on the California Reading Test will be 1.6 or higher.

2. The average Title I student, grades 2, 3, and 4, will show at least an eight months' gain from pre- to post-testing on the California Reading Test (CREAD).

D. Procedures

Each teacher in the reading program was limited to a class load of 75 children per day with no single class exceeding 15 children. Classrooms were organized around learning centers. An individualized reading program was provided for each child. Diagnosis of strengths and weaknesses in reading was based primarily on the California Test results as reflected on the Individual Test Report. Teacher-made checklists and commercial program checklists and tests were also used to determine skill deficiencies. In some case the Prescriptive Reading Inventory was utilized. Based on information gained from these instruments, prescriptions were prepared for each child. Each classroom had access to an overhead projector, a language master, a tape recorder, earphones, a record player and a filmstrip projector. Some classrooms were equipped with the Hoffman Reading Machine. Two classrooms have reading machines.

Commercial and teacher-made materials were utilized in every classroom.

Title I provided a guidance counselor who is a qualified psychometrist to assist in counseling and testing Title I students.

SYSTEM Bessemer City Schools
Reading

The reading program took place during regular school hours with each teacher provided the time from 2:00 to 3:00 for planning, committee meetings and in-service meetings. Each child participated five days a week during the regular school term commencing September 3, 1974, and ending May 30, 1975.

E. The California Achievement Test, 1970 Edition, is used in the initial screening of second, third, and fourth graders and students are admitted to the reading program based on scores that are obtained on this test. The Metropolitan Readiness Test is used to screen first-grade students.

Cutoff scores were determined by the project objectives. A maximum of 675 students participated in the reading program, grades one through four. There are usually more boys than girls in the program. One teacher describes the children as follows: "Many of them come to me feeling that they are inadequate and have poor self concepts at first. A few of them are very 'bossy' and 'pushy' because they are fighting to keep from being labeled dumb or stupid."

Nine fully-certified teachers provide reading instruction in the Title I reading program.

F. The Title I Parental Involvement Committee, made up of the Coordinator of Testing, Evaluation and Parental Involvement and a teacher representative from each participating eligible Title I school met periodically to plan parent activities. This committee served not only as a coordinating agency but allowed open and free discussion of parents' attitudes concerning their participation in the Title I program. Also, the System-wide Parent Activities Committee, made up of more than a simple majority of the parents of children receiving instruction in Title I classes, contributed to the look at attitudes of parents toward active participation in the program.

An examination of minutes of these meetings, as well as a survey of all Title I teachers, reveals that a limited number of parents visit the school and participate in activities. There was evidence of strong feelings on the part of parents against large group meetings held centrally and against expectations of participation in activities where they were uncomfortable because their roles had not been clearly defined. They did express very positive attitudes about meeting with teachers and discussing their own children's needs and progress. Although the small percentage of parents who visit the school are most cooperative and the Parental Involvement Committee worked diligently to involve all parents, additional emphasis will be placed on this phase of the program for FY 76. Parent Activity Committees have been organized in each participating Title I school and every effort will be made to increase the communication between the school's Title I program and the parents. In addition a formal evaluation of parental attitudes will be conducted in order to establish a more effective Parental Involvement Program.

All reading teachers were provided inservice. A two-day workshop held early in September provided inservice in the following areas: testing and evaluation, record keeping, making and using teacher-made instructional materials, ordering procedures, and parental involvement.

A workshop in analyzing the Individual Test Report and preparing a skill analysis report for each child and one in individual instruction was also conducted.

Teachers met each month to exchange ideas on teacher-made materials and a time and place was provided for preparation of these materials.

Every reading teacher visited Phenix City to observe their outstanding reading program. Intra-system visitation was also a part of the in-service program.

G. Related Component

Testing and Evaluation - A breakdown of 639 reading and 433 mathematics enrollees constitute the program. Students enrolled were in need of compensatory experiences as indicated by past school records; teacher referrals; initial screening devices such as checklist sheets, data information on physical, social, and emotional growth; motor assessment devices and standardized readiness and achievement test instruments. Objectives of the CAT-70 and a format for the Metropolitan Readiness Test checklists and tally sheets were provided teachers to become aware of the measurable objectives and readiness information needed for primary intervention.

To provide a continuous check on pupils' and teachers' needs, an interim evaluation checklist sheet during the mid-term was devised to gather information about the evaluation, testing and counseling priorities. Resource materials were recommended for first-grade readiness information, perceptual problems, and diagnostic information. Devised objective mastery sheets for grades two and three allowed teachers to record mastery and non-mastery of skills according to the achievement tests. A state devised form was used for grade four to record such information. A workshop on testing and evaluation held early in the school year allowed teachers to discuss and practice observable and non-observable objectives, norm and criterion-referenced testing; outcomes and process differentiation; summative and formative evaluation; and to become familiar with descriptive terminology used in standardized testing. About 75% of the participants, according to evaluation forms, felt this was an "outstanding or above" session; about 25% ranked the session as "highly satisfactory".

A random sample from the testing and evaluation office of Title I enrollees in grades 2, 3, and 4 was selected to participate in the interim testing to allow the Title I staff to make some inferences about the compensatory efforts and progress of the Title I program prior to the post-test. Results were shared with the Title I staff.

A spring workshop provided teachers an opportunity to state needs in terms of commencing the school year. Among the many topics requested was information on case studies. Sample case studies were given to teachers to assist them in the evaluation reports. Devised forms from the testing and evaluation office for recording results for the convenience of teachers were supplied also. These forms were sent to the evaluation consultant at CTB McGraw-Hill who volunteered to assist in the numerical section of the evaluation report for the pre- and post-testing. See test results section.

Counseling - A special devised referral form for teachers to supply information relative to the special attention needed in the classroom. Several referrals for psychometric testing, behavioral problems, withdrawals and new enrollees' requests consumed most of the requests for special counseling. In order to meet the needs of about thirty (30) teachers with similar concerns and problems, efforts were geared to supply teachers with resource-material hand-outs. Example: Several teachers expressed an interest in the behavioral characteristics of students in each grade. A paper entitled, "The Developmental Stages of Pupils from Ages Five to Ten was provided teachers to preview typical behavior patterns of students by age levels. Another example, many teacher referrals revealed social and emotional connotations. Another hand-out entitled "Understanding Self-concept" with emphasis upon assessment of class climate, points about self-concept development, and self-discovery activities was given teachers to aid them to be cognizant of the affective area in the teaching-learning process. According to the interim evaluation checklist sheets, teachers reported the resource materials as being quite helpful. Many counseling activities and/or suggestions have been more or less through resource communications with teachers and from some school visitation as recommended by teachers and other Title I staff referrals.

Many counseling activities have been with parents about personal concerns such as transportation problems and excessive absenteeism of pupils. In some cases, withdrawals to closer schools in the system have been feasible, and conferences with parents about excessive absence have created improvement in attendance.

SYSTEM Bessemer City Schools
Reading

H. Effectiveness

GRADE Reading	PRE-TEST Grade Equivalent	POST-TEST Grade Equivalent	GAIN Grade Equivalent
1			1.7
2	1.0	2.5	1.5
3	1.6	3.3	1.7
4	2.1	3.4	1.3

I. Budget - $87,267

Participants - 675

Per-pupil Cost - $129.2844

SYSTEM: Lauderdale County

B. Mrs. Dorothy A. Mitchell
Post Office Box 278
Florence, Alabama 35630
Phone - 766-5180, Extension 232

C. Objectives - Reading

Overall Objectives

1. To improve classroom performance in reading beyond usual expectations.
2. To improve the children's self-image.
3. To improve the children's average daily attendance.
4. To improve the physical health of the children.
5. To improve performance as measured by standardized test.

Objectives

1. To gain skills in word recognition and vocabulary usage as measured by standardized test and teacher-made test showing that each student has made expected progress as determined by the classroom teacher and reading teacher.
2. To gain insights into individuals through the use of expanded interpretive processes that will relate the students growth according to his abilities and potentials as measured by standardized test, report cards, participation, attitude scales and interest inventories.
3. To develop skills in organizing ideas and working with longer sentence patterns and demonstrate these skills through written as well as oral reports, written stories and special projects.
4. To develop study skills in order that the student will demonstrate these skills in the classroom and progress charted by teacher records, academic progress and standardized test.

5. To develop reading skills in subject matter areas in order that a student will show progress in relating the written word to specific subject areas as tested by classroom performance and teacher records.

D. There were seventeen reading units in our project in which the average class size was twelve students per period during a six period day for thirty-six weeks. Adjustment in length of periods was made to accomodate the attention span of various grade children and recommended time allocation for this type of activity. Scheduling was as flexible as possible, this providing diversity and extended services for the target children.

There has been a team approach which concentrated on the individual student needs. Some of the techniques used to zero in on these needs were increased numbers of conferences, detailed reports, joint projects with librarians, classroom teachers, nurse and social worker, home visitation, and professional staff becoming more skilled in test interpretation.

The Title I project is organized with a different approach to learning as well as a different climate for the learner. The materials and techniques used with the target children does not duplicate the regular classroom program but reinforces their materials and activities.

The classes are organized to give the students time to pursue special interests centered around reading, games that develop specific reading skills, creative activities as well as library visits stressing these skills and activities which would improve a child's self-image by being a success. Every endeavor is made to reinforce all skills through a variety of activities striving for sustained progress and bringing more meaning to the task of learning to read.

The program has tried to concentrate on providing experiences missed by the target children. Due to the economic status of the families, many of these students did not have the essentials of food, clothing or medical assistance and certainly not the luxuries of coloring books, magazines, paper or pencils. The target children were given the opportunity to experience with many materials and trained in tasks that the more affluent families provided for their children before they entered school.

The teachers, social worker and nurse have endeavored to help the target children by working with the parents to gain insight into the many problems which confront these children and also to communicate to the parents the purpose and services offered in Title I. Parents have been more responsive this year than in previous years and have given their support to the program.

Many needs of the families cannot be met by this program, but by utilizing other resources and agencies, needs have been substantiated, thus steps have been taken to alleviate some of the basic needs. Parents are beginning to make their needs known and demonstrate their belief that the program is designed to help their children become more successful in school.

The students in the Title I program need concentrated individual assistance in various phases of the school program but the crux of their problem lies in the inability to read. Many have experienced reading failure until there seems to be a stigma attached to this skill. This phase of the program has concentrated on gaining skills through enjoyment and success. Poor readers seldom enjoy the library until they experience pleasure or gratification from the written page. A team approach of librarians, classroom teachers and teachers of reading of the target children has taught library skills through enjoyment and pleasant experiences.

Standardized test isolated study skills and reference skills as an area which needed attention. With a united effort, all phases of the Title I program has focused on building these skills this year.

One of the requirements of the Title I program is pre and post testing; thus the correct interpretation of the results and the use of this tool is one source pointing the way to prescriptive learning. The student's problem is approached through the diagnostic profile of the test with reference to the student's potential ability, according to the skills mastered in various grade levels as outlined in the state course of study. This information has been made available to the schools, and individual counseling has been carried out by the classroom teachers, reading teachers, supervisor and counselors.

E. Participants

The students are selected according to the recommendation of the classroom teacher, supervisor, principal, standardized test score and parent request. The student must have a definite reading problem and not be performing at his present grade level. The program in Lauderdale County included boys and girls from grades one through six. They are students who are economically and/or educationally deprived and need assistance in learning to read. Two concerns of the program are the failure syndrome and the lack of background for academic work. Twenty teachers of reading, one media aide, a director, a supervisor, one social worker and one nurse are concentrating their efforts to provide leadership and implementation of the program in an effort to alleviate the target children's problems.

These children have received intensive help in the academic areas through a variety of approaches and techniques in order to master basic skills which has not been developed. Services offered these students have varied according to individual needs. These services have encompassed the provision of food, clothing, transportation to referral agencies, counseling with truant students and their parents and health counseling.

The Director holds a ED S degree in administration with 26 year's experience in public education.

The supervision of Reading holds a ED S degree with 20 year's experience.

One social worker holds a M.A. degree and works in the areas of attendance and social work.

Twenty teachers of reading with a total of 248 years of experience, averaging 14 years each.

One nurse who is a registered nurse has a total of 7 years of experience.

One media aide is employed to assist the reading teachers. The media aide has no college training. She has six years of experience this position.

F. Related Component

Parents have been involved in this program through meetings in their respective schools and also serving as resource people. With more parent participation communications have improved and given the program depth.

The county in-service program and an in-service program for the professional personnel involved in Title I has been utilized to update, retrain, train, communicate and evaluate the activities of this program. New materials, techniques and sharing ideas has greatly enchanced the program. Several of the teachers of reading are active in IRA and help keep the professional staff abreast of the changes and trends nationally.

The social worker and nurse have attended various workshops and conferences pertinent to their area during the year. This has helped bring about continuity in the Title I program and regular school program.

G. Effectiveness

Reference is made to Table 1 on page 83. It is noted that of 1,025 students given a pre and post test that an average of 362 showed substantial (1.5+) grade level increase; 273 gained 1.0 - 1.4 grade levels and 135 showed 0.7 - 0.9 level gain. Seven hundred seventy (770) of the 1,025 students showed moderate to substantial growth (75.12%)

or three out of every four students enrolled in the reading classes advanced in their reading level.

A breakdown by grade level (shown on Table 2) shows a comparison of the learning curves. There seemed to be every indication that the first three grades advanced rapidly. The little or no growth curve shown in grades 4 and 5 seemed to indicate a slower growth rate; only one out of two showed moderate to substantial growth. It was interesting, however, to note that grade six had the same percent of growth as grades 1, 2, and 3. Four of the six grades had a 75 percent upward growth curve.

It will be noted from Table 3 that the mean score grade placement increased from one year to one year and a half, with the exception of grade four. This seemed to indicate substantial growth, giving positive indications that the program was successful in raising the general reading level of the participants.

Also noted was the increase of the number of students shifting to the upper two quartiles.

	Post-test	Pre-test
First Grade	154	22
Second Grade	87	11
Third Grade	76	10
Fourth Grade	41	2
Fifth Grade	12	1
Sixth Grade	2	2

The fact that 346 of the 1,025 shifted to the two upper quartiles seemed to be the most significant evidence of the effectiveness of the reading program.

H. Budget

The total cost of project was $292,373.00. These funds were all Title I federal funds. Approximately $285.24 was spent per pupil enrolled.

SYSTEM Lauderdale County

TABLE 1

GRADE LEVEL	NUMBER OF STUDENTS	NUMBER OF STUDENTS BY MONTH'S GROWTH			
		Substantial 1.5+	Moderate 1.0 - 1.4	0.7 - o.9	Little or none 0.6 or less
One	277	83	76	38	80
Two	249	117	54	28	50
Three	267	91	94	42	40
Four	143	45	27	17	54
Five	52	15	9	6	22
Six	37	11	13	4	9
TOTAL OR AVERAGE	N= 1025	N= 362	N= 273	N= 135	N= 255

A. 29.96% of Grade one made substantial growth
27.43% of Grade one made moderate growth (1.0 - 1.4)
13.73% of Grade one made moderate growth (0.7 to 0.9)
28.88% of Grade one made little or no growth
100%

B. 46.98% of Grade two made substantial growth
21.68% of Grade two made moderate growth (1.0 - 1.4)
11.26% of Grade two made moderate growth (0.7 to 0.9)
20.08% of Grade two made little or no growth
100%

C. 34.08% of Grade three made substantial growth
35.20% of Grade three made moderate growth (1.0 - 1.4)
15.74% of Grade three made moderate growth (0.7 - 0.9)
14.98% of Grade three made little or no growth
100%

D. 31.46% of Grade four made substantial growth
18.88% of Grade four made moderate growth (1.0 - 1.4)
11.89% of Grade four made moderate growth (0.7 - 0.9)
37.77% of Grade four made little or no growth
100%

SYSTEM Lauderdale County

Continued:

E. 28.84% of Grade five made substantial growth
17.30% of Grade five made moderate growth (1.0 - 1.4)
11.57% of Grade five made moderate growth (0.7 - 0.9)
42.30% of Grade five made little or no growth
100%

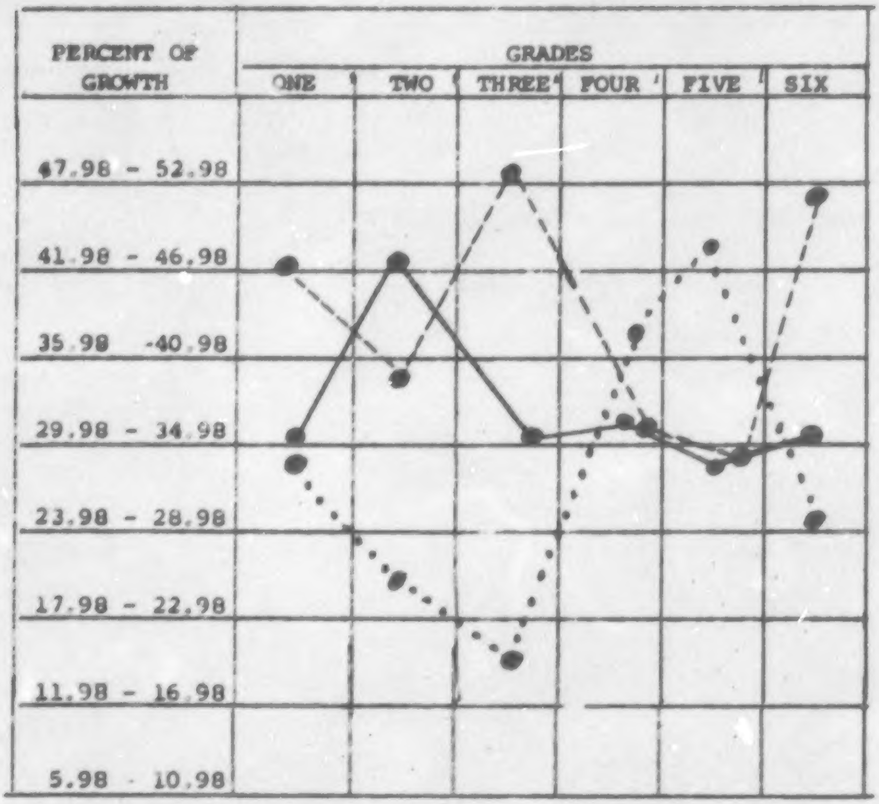
F. 29.72% of Grade six made substantial growth
35.13% of Grade six made moderate growth (1.0 - 1.4)
10.83% of Grade six made moderate growth (0.7 - 0.9)
24.32% of Grade six made little or no growth
100%

TABLE 2

First grade	.09 - 1.66 = 1.5 mean growth
Second grade	1.00 - 2.46 = 1.5 mean growth
Third grade	3.25 - 1.99 = 1.3 mean growth
Fourth grade	3.35 - 2.33 = 1.0 mean growth
Fifth grade	3.07 - 3.92 = .9 mean growth
Sixth grade	4.99 - 3.94 = 1.1 mean growth

SYSTEM **Lauderdale County**

TABLE 3



━ = substantial growth
— = moderate growth
•••• = little or no growth

Grade one growth curve = 71.12%
Grade two growth curve = 79.92%
Grade three growth curve = 85.02%
Grade four growth curve = 62.23%
Grade five growth curve = 57.71%
Grade six growth curve = 75.68%

**Grade five had the highest percent of little or no growth.

**Four of the six grade had a 75% upward growth curve.

Project Mathematics

A. Colbert County

B. Wiley S. Adams, Jr., Title I Coordinator
P.O. Box 270
Tuscumbia, Alabama 35674
Phone 383-8665

Delores Long, Title I Supervisor
P.O. Box 270
Tuscumbia, Alabama 35674
Phone 383-8665

C. Objectives

Primary and Intermediate Grades 1-6 At the completion of two semesters of instruction for the 1974-75 school year, 70% of the students in grades two through six will progress one month for each month in the program as measured by Metropolitan Achievement Tests. Pre test - levels Primary I, form F through Intermediate, Form F. Post test - levels Primary II, Form G through Intermediate Form G. 70% of the first grade students will show a considerable gain in raw scores as measured by the Metropolitan Achievement Tests, Primer, Form F for pre test and Primary I, Form G for post test.

D. Procedures

1. Teacher Class Size and Classroom Organization The number of students in each class averaged ten. Classes were conducted during the regular school day. The first grade students attended classes five days a week for approximately 30 minutes a day. The second and third grade students attended Title I mathematics classes five days a week for 40 minutes daily. The intermediate grades, fourth, fifth and sixth attended classes five days a week for fifty-five minutes to one hour daily.

2. Classroom Organization Diagnostic and prescriptive techniques were used. Individual print-out sheets from the State and Title I Pilot Testing program were used to identify specific mathematics skills as well as SRA Diagnosis Levels A (Grades 1-3) and B (Grades 4-6). The mathematics categories Level A for identification for primary were Computation, Sets and Numberation, Operations and Problem Solving, Measurement, Geometry. For intermediate level B for identification the categories used were Whole-Number Computation, Fractional-Number Computation, Decimal-Number Computation, Numeration, Operations, Problem Solving, Measurement, and Geometry. To organize for individualized mathematics instruction, identification of specific mathematical problems were located by:

a. Administering SRA Mathematics surveys to indicate the particular probe needed
b. SRA achievement series skills profile
c. Teacher's knowledge of student's achievement
d. Diagnostic probes to identify particualr mathematics skills needed
e. Index codes were located in the prescription guide referring to certain materials to use for teacher instructions and independent activities to help the students master these skills
f. The children were grouped for instruction if they needed the same specific skill and comprehended on the same mathematics instructional level as measured by the Metropolitan Achievement Tests for grade placement
g. Retesting of the probes were given for continuous evaluation
h. Each lesson the student completed was graded and documented
i. Copies of the specific skills each child needed were given to the classroom teacher during conferences
j. The Title I mathematics classes were set up in laboratory style for individualized instruction

3. Equipment and Materials Used The Science Research Associates Laboratories A and B were used in all Title I mathematics laboratories to determine the individual student's achievement of specific learning objectives. It enabled each teacher to focus on the instruction or remediation needed to correct the identified weaknesses of each student. The teacher was able to see precisely which skills an individual student had not mastered and could direct him to various learning materials for study of the material relevant to such skills.

The Prescription Guide was used to help the student and teacher quickly see which recommended materials were pertinent to the achievement of each objective. A large number of texts and other learning materials were available in the Title I mathematics laboratory. Multiple references were given for a learning objective. If a student had difficulty with a particular text presentation, he was directed to another source. This approach allowed for a multitext and multimedia approach, that accomodated a wide variety of learning and teaching styles.

The teachers made provisions for individualized methods using visual, auditory, kinesthetic and tactile approaches to help the students attain the fundamental skills and techniques.

The components of the SRA diagnosis labs were survey tests and survey records, probes, answer key cards and overlays, prescription guide and class progress charts.

For Level A in mathematics the students were diagnosed and instructed in computation, sets and numeration, operations and problem solving, measurement and geometry.

For Level B in mathematics the students were diagnosed and instructed in whole-number computation, fractional-number computation, decimal-number computation, numeration, operations, problem solving, measurement and geometry.

The materials and equipment used with each student were determined by the specific skills indicated that each student needed as shown on SRA Diagnosis Level A for grades 1-3 and Level B for grades 4-6. The materials used were on each student's comprehension grade level as measured by the Metropolitan Achievement Test. Materials were used from Houghton Mifflin Company which included: Modern School Mathematics Structure and Use, Revised Edition, 1972 K-6, Modern School Mathematics Diagnostic Tests (for continuous evaluation), placement tests, duplicating masters, overhead visuals, Modern School Mathematics texts 1-6, Big Book for Kindergarten level, workbooks, programmed practice books, cassette tapes, recordings, filmstrips with cassette tapes, earphones, and charts. Manipulative materials used were colored centimeter rods, geoboards, open-end abacus, geometric shapes, number lines, concept and skill cards, mathematics games, toy coins, fraction dominoes, chip trading set, fraction bars, clock-o, laminated mathematics activity cards, laminated geometric shapes, flannel boards, fractional parts, straws for counters for place value, protractors, compasses, and Gro Chart. Some of the hardware used were record players, overhead projectors, filmstrip projectors, view flex projectors, reel-to-reel tape recorders, cassette tape recorders, earphones and adapters.

E. Participants

1. Criteria for Selection Two hundred sixty-one Title I first through sixth grade students participated in mathematics classes with five mathematics teachers and five aides, five hours instruction a day, one hour for planning and evaluating, five days a week, one-hundred sixty-five days with one week prior to instructions for selection and pre-testing, and one week after instruction for post testing and evaluating. These students were selected from spring, 1974 California Achievement Tests that indicated remediation

was needed - six months below grade level in mathematical skills for first and second grades, one year below grade level in mathematical skills for third through sixth grade. With an I.Q. of 80 and above the participants ranged in age from six to thirteen years old. They were also selected by the Metropolitan Achievement Tests Scores that were administered in the fall of 1974, and from teacher recommendations. The forty-three first-graders were recommended by classroom teachers, and the Metropolitan Achievement Tests, Primer, Form F was administered to them. There were thirty-seven second graders that were at least six months or more below grade level, as measured by Metropolitan Achievement Tests, Primary I, Form F. Thirty-two third graders were one year of more below grade level as measured by Metropolitan Primary II, Form F. Twenty-nine fourth graders, measured by Metropolitan Elementary, Form F, sixty-three fifth graders as measured by Metropolitan Intermediate F, and fifty-seven sixth graders as measured by Metropolitan Intermediate F, were one or more years below grade level. Those with the greatest need were given priority. The Metropolitan Achievement Tests, 1970 Edition, 1970 National Norms was the instrument used for pre and post tests. For all students enrolled in the Title I mathematics program, the work in the mathematics laboratories was to supplement the basal program carried out in the regular classroom by the classroom teacher who used different methods. The new approach using SRA Diagnosis seemed to have affected the Title I mathematics teachers, aides, and students, in a positive way, to the point where they enjoyed using the individualized technique.
It was noticeable that the students had more direction about what they needed to know and how to select various materials to help them gain independence in solving their mathematical problems. They knew how to obtain their own materials and return those that were not consumable. Their daily progress

charts helped them to know more about following directions. The process of diagnosing and prescribing helped the teachers to plan for each student's instructions in meeting the special objectives. Teachers were able to use the materials in a systematic way. The Title I teachers and classroom teachers coordinated their efforts for each student by conferences, wherein the Title I teacher gave oral and/or written copies of specific skills each child needed. Progress reports were sent home each six weeks. As the students mastered certain skills, other conferences were held with the classroom teacher to inform them of continuing skills needed throughout the year. the students had an opportunity to use all the materials (aforementioned in Section D 3) beginning on their instructional level and advancing as much as possible. Instructions were given individually, to small groups, and to groups on the same grade level who needed the same skills.

2. Staff- Training Experience, Function and Responsibility

A description of the staff involved in administering the program in terms of number, training experience, function and responsibility is as follows:

One Title I Coordinator, one secretary for coordinator and supervisor, one part-time supervisor, five mathematics teachers and five aides.

The Title I coordinator has a Master's degree. He provided general supervision of all Title I personnel. He planned and supervised the use of all Title I materials and equipment. He organized the Parent Advisory Councils in each Title I school. He was responsible for the selection, planning, and design of the program that conforms with the policies, requirements, and standards established by higher authority. He provided liaison with higher authority, other agencies, organizations, and individuals on matters pertaining to the Title I program, and was responsible along with the Title I supervisor for evaluation of the Title I program.

The Title I supervisor has a Master's degree in elementary education, "AA" degree as a reading specialist, and certification in supervision. She taught one-half day, worked closely with all the teachers and aides, screened students' scores from California Achievement Tests for selection of students, selected, ordered and disseminated all Title I materials, planned the instructional program, instructed Title I teachers and aides on using SRA Diagnosis Levels A and B, and Metropolitan Achievement Tests, provided various forms for collecting data needed for Title I pre and post testing program and evaluation, planned and conducted in-service meetings for Title I teachers and aides, and helped the Title I coordinator in writing the final evaluation report.

Two Title I mathematics teachers have Master's degrees, two have Bachelor's degrees and one has a C certificate. The teachers' functions and responsibilities were to administer, score and interpret Metropolitan Achievement Tests; diagnose and prescribe lessons to meet the needs of the students using SRA Diagnosis Levels A and B; keep daily records and folders on each student; set up laboratory-type situations for individualized work; give instructions to improve students' ability to solve mathematical concepts and computations; let students use Title I hardware and software to master a specific learning objective; have conferences with classroom teachers and give copies of specific skills each student needs help in; have open-house showing the parents the students' work; send six weeks progress reports to parents; teach mathematics skills; encourage and evaluate the students' work; complete various forms on each student including individual pupil report, background information, pre and post test scores forms, Title I schedules of classes, and lists of Title I students; gave five hours instructions daily and one hour to planning and evaluating; attended Title I in-service meetings and made recommendations at the end of the year about whether the student has come up to grade level or needs to attend Title I classes for another year; and included reports of students' work in cumulative card folders at the end of the year.

The functions and responsibilities of the Title I aides were to assist the Title I teacher in the program. They performed non-professional duties as planned and supervised by the teachers. All five aides had completed high school. Some had training in filing and secretarial work. They have a continuous in-service program.

F. Related Component

Title I sponsored membership for all Title I mathematics teachers and supervisor in the National Council for Teachers of Mathematics, and one year's subscription to Elementary Teacher's Ideas and Materials Workshop (monthly publication of various mathematics activities), 1974-75.

Open House - Parent Involvement

During the school year 1974-75, parents attended the Title I mathematics laboratories either during the day or at night for open house. The students, teachers, supervisor and aides showed the parents various activities in which the students were participating. The students demonstrated how to operate the machines and use the other materials. The teachers discussed each child's progress.

The Title I mathematics teachers, aides and supervisor spent twenty-five hours of in-service training during 1974-75 at the Colbert County Board of Education, intervisitation, and Colbert County High School.

The teacher aides were used in the Title I mathematics program by aiding the teacher and students. They graded papers, arranged bulletin boards, made instructional materials, kept student records in individual folders, kept list of mathematics skills for diagnostic-prescriptive purposes, typed, filed, duplicated materials, helped set up learning centers using various hardware and software, worked with students in groups or on individual basis (after teacher had given instructions), made transparencies, accepted and returned materials delivered to and from the central office, helped keep the mathematics room attractive, comfortable and conducive to learning, helped the teacher locate instructional material in lab on specific skills. The aides showed initiative and had good rapport with the pupils, showed positive attitudes toward their work, were reliable, conscientious and creative. They assumed responsibility and followed instructions. The climate for learning was improved by the services of an aide. Changes were evident as a result of having this service.

In - Service

Continuous in-service training was provided for the mathematics teachers and aides at scheduled times during the year 1974-75. Twelve scheduled meetings were attended.

G. Effectiveness

The overall objective was accomplished and surpassed for primary and intermediate grades in Title I mathematics. The yearly average gain was 1.3 for the 218 students for grades second through sixth. The number of first graders was 43, a total of 261.

Grade One

The objective was to have 70% of the students to advance one month per month. The Metropolitan Achievement Tests Primer Level, Form F was administered to the forty-three first grade students in September, 1974. The post test was given in May, 1975, Primary I, Form G. The pre raw score was 9, post raw score was 38, gain in raw score of twenty-nine more items correct on post-test than pre-test. The average grade placement at the end of the year was 1.9.

Results of Testing

Grade	All Year Number of Students	Pre Raw Score	Post Raw Score	Gain in Raw Score	G.P. End of Year
1	43	9	38	29	1.9

Eleven first grade students made substantial gain of 41-50 items correct, twenty-six made substantial gain of 21-40 items correct, five made moderate gain of 11-20, and one made little gain of 0-10 items correct.

Grades Two and Three

The objective was to have 70% of the students to progress one month for each month in the Title I mathematics program. The second and third grades accomplished their goal by making 1.5 years progress. The thirty-seven second grade students' scores were 1.3 on pre-test to 2.8 on post-test, gained one year and five months, 1.5, and thirty-two third grade students' scores were 2.1 to 3.6, gain of one year and five months, 1.5, on the Metropolitan Achievement Tests. Primary I, Form F was given in September, 1974 as compared to Metropolitan Achievement Tests Primary II, Form G given in May, 1975.

Results of Testing

Grade	All Year Number of Students	Primary I, F Pre Mean G.P.	Primary II, G Post Mean G.P.	Gain in G.P.
2	37	1.3	2.8	1.5
3	32	2.1	3.6	1.5

The thirty-seven second graders that were in Title I mathematics classes all year made the following gain: seventeen made substantial gain of 1.5 years or more, thirteen made moderate gain of 1.0 to 1.4, six made moderate gain of 0.7 to 0.9 months gain, and one made little gain of 0.6 months or less. The thirty-two third graders made the following gain: seventeen made substantial gain of 1.5 years or more, ten made moderate gain of 0.7 to 0.9 months gain, and one made little gain of 0.6 months or less.

Later Elementary

Grades Four, Five and Six - The objective was to have 70% of the students to progress in mathematics one month for each month in the program, and this was accomplished. The instrument used for measuring was the pre-test Metropolitan Achievement tests that were administered in September, 1974 and post-tests were given in May, 1975. The levels given were:

Fourth Grade - Pre-Elementary F, Post-Elementary G
Fifth Grade - Pre-Intermediate F, Post-Elementary G
Sixth Grade - Pre-Intermediate F, Post-Elementary G

There were twenty-nine students tested in fourth grade, sixty-three in fifth grade and fifty-seven in sixth grade.

Results of Testing

Grade	All Year Number of Students	Elementary G Pre Mean G.P.	Elementary G Post Mean G.P.	Gain in G.P.
4	29	2.8	4.2	1.4
		Intermediate F	Intermediate G	
5	63	3.8	4.9	1.1
		Intermediate F	Intermediate G	
6	57	4.5	5.7	1.2

The objective was met for the students in later elementary with a yearly average gain of one year and three months, 1.3.

Of the twenty-nine fourth graders that were in Title I mathematics classes all year, twelve made substantial gain of 1.5 years or more, nine made moderate gain of 1.0 to 1.4, six made moderate gain of 0.7 to 0.9, and two made gain of 0.6 or less.

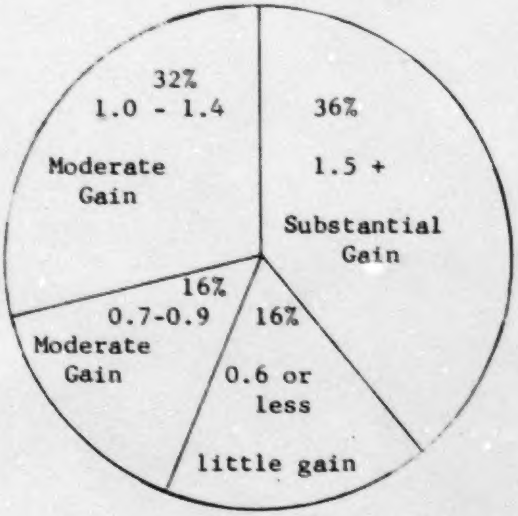
Of the sixty-three fifth grade students, seventeen made substantial gain of 1.5 years or more, nineteen made moderate gain of 1.0 to 1.4, nine made moderate gain of 0.7 to 0.9, and eighteen made little gain of 0.6 or less.

Of the fifty-seven sixth grade students, seventeen made substantial gain of 1.5 years or more, nineteen made moderate gain of 1.0 to 1.4, nine made moderate gain of 0.7 to 0.9, and twelve made little gain of 0.6 or less.

Summary of progress for mathematics in grade placement for second through sixth grades:

From the total of 218 students enrolled all year in grades second through sixth in Title I mathematics classes in Colbert County, eighty or 36% of the students made substantial gain of 1.5 years or more in grade placement, seventy or 32% made moderate gain of 1.0 to 1.4 years in grade placement, thirty-four or 16% made moderate gain of 0.7 to 0.9 months gain in grade placement, and thirty-four or 16% made 0.6 or less gain in grade placement.

Total Number Students - 218
All Year Title I Mathematics 2nd-6th Grades
Gain in Per Cent



Number of Students
80 - 1.5 or More
70 - 1.0 - 1.4
34 - 0.7 - 0.9
34 - 0.6 or Less

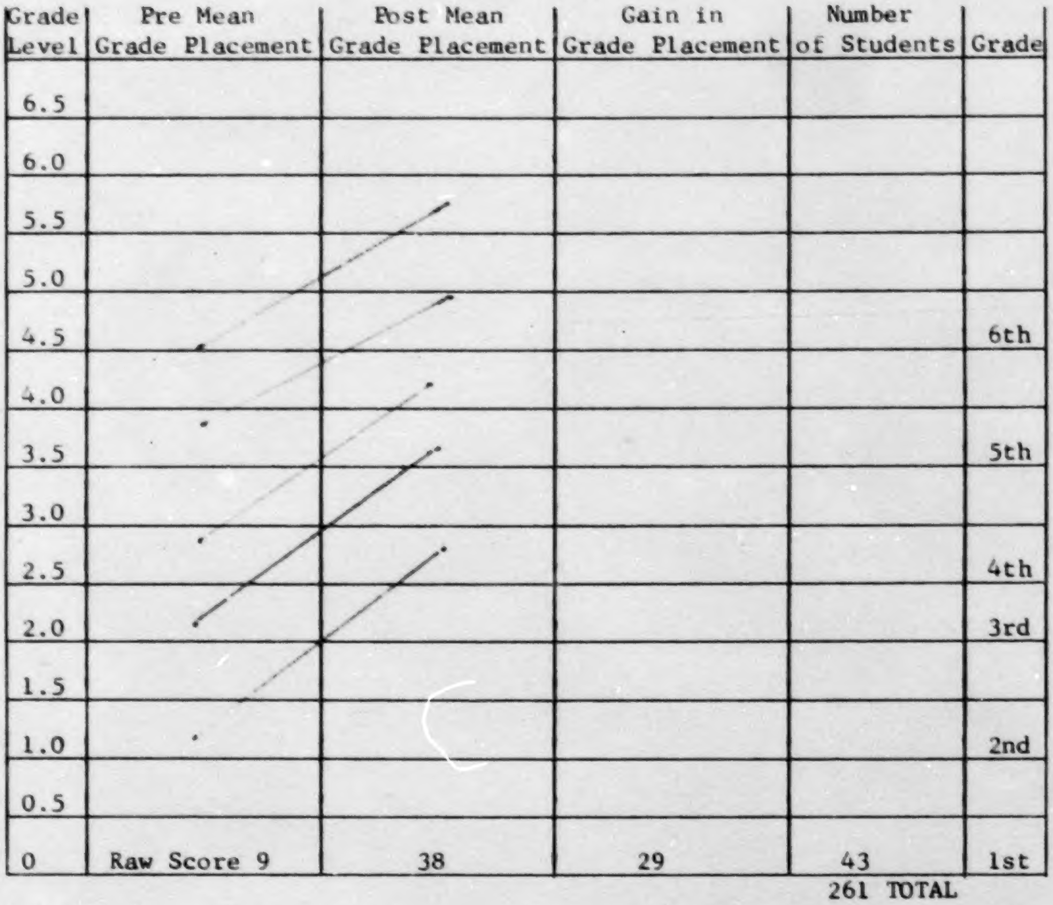
36% - 1.5 or more
32% - 1.0 - 1.4
16% - 0.7 - 0.9
16% - 0.6 or less
100%

* 43 1st grade
218 2nd - 6th grades
261 Total enrolled

Title I Mathematics Comparative Profile Chart

Metropolitan Achievement Tests 2nd-6th Grades

September, 1974 - May, 1975



September, 1974
Pre-test ☐

May, 1975
Post-test ☐

H. Budget - The total cost of the project was $93,414.00. The entire amount was funded through Title I, Public Law 89-10. The per-pupil cost was $357.90.

TITLE I

EVALUATION REPORT

MATH IMPROVEMENT PROGRAM

A. Decatur City Schools

B. Mrs. Olivia O. Eaken
Instructional Services Center
408 Bank Street, N.E.
Decatur, Alabama 35601
Phone: 355-6520

C. The objectives of the Title I Math Improvement Program (as stated) in the 1974-75 Title I Application) were:

As measured by the California Achievement Test in May 1975, the first grade children will score as follows:

Math

50%	1.5+
30%	1.0 to 1.4
10%	0.7 to 0.9
10%	0.6 or less

After 9 months' instruction, children from 2nd to 5th grade will show the following gains:

	1.5+	1.0 to 1.4	0.7 to 0.9	0.6 or less
2nd and 3rd Graders	50%	35%	10%	5%
4th and 5th Graders	50%	35%	10%	5%

D. The classes were from 30 to 45 minutes in length. All children were in the math classes five days a week during the regular school day. Materials used included: math games, game boards made with flash cards which one teacher said helped children master the combinations through 10, puzzles, dot-to-dots, mazes, and color or shade-in sheets, overhead visuals, teacher-made activities found in WORKJOBS, published by Addison-Wesley, number circus, musical multiplication records. As a reward for third and fourth graders, they were often allowed to check their work on an electronic calculator. Manipulative bulletin boards were used to stimulate and motivate students to do their best and achieve a certain level of progress. One teacher used the abstract concept of success for the child -- the ability to create a "fun place" to go and still have a learning situation all in one room. Bulletin board learning centers, film and filmstrips and rewards of candy, praise, having a popcorn party, receiving a special grade mark and making a clay object with the "artist-in-residence" were listed by one teacher. Another gave rewards of stars and holiday seals on their work, immediate grading of papers, competition, structured environment where each child could succeed in some small way, and allowed children to choose another activity when one assignment was finished. Real food was used to teach fractions; real coins and currency to teach value of money and manipulative objects of all kinds to teach counting and adding.

Some of the math students were involved in the reading field trips. Others attended a cookout (6-4th graders and 5-2nd graders) at the home of their Title I teacher. Twenty-four fourth graders attended a film at Austin High on Alabama as a part of the Bicentennial celebration. Twenty-four fourth graders toured the Wheeler Basin Library. Twenty first graders attended an Easter egg hunt. Nine children took part in a PTA program. All Title I children participated in a Field Day. Six won first place ribbons. Five second graders attended a party at the home of their Title I teacher, and five also attended a cook-out at Wheeler Refuge. One child was a library assistant and another practiced to be a patrol girl next year. Two children had perfect attendance this year, one won first place in a second grade art contest and three were in the school chorus.

E. One hundred seventy-four (174) children participated in the math improvement program. Their ages ranged from 6 to 12 in grades 1-5. Girls made up 53 percent of the participants. Selection was based on performance on the California Math Test as being below grade level, with those in greatest need being taken into the program first.

There were four math teachers in the program. Each had a degree in elementary education. One had nine hours toward a Master's Degree, one had taken a graduate course in math, and one would receive a Master's Degree in elementary education in August, 1975 and has six hours toward another M.S. degree in Early Childhood Education.

F. The math teachers attended a week-long pre-service workshop, and a monthly inservice. They also exchanged visits with each other to watch new techniques in operation. Other areas of training included "Contingency Contracting," "Materials for Slow Learners," and working on a math curriculum.

G. The California Math Achievement Test was used to pre and post-test the children. The following table shows the results of those tests.

GRADE	PRE-TEST	POST-TEST	GAIN
1	Metropolitan Score C or below	2.1	2.1
2	1.1	2.7	1.6
3	2.2	3.6	1.4
4	3.1	4.7	1.6
5	3.6	5.6	2.0

The following table shows projected and actual gains:

	1.5+		1.0 - 1.4		0.7 - 0.9		0.6 or less	
GRADE	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
1	50%	80%	30%	11%	10%	4%	10%	5%
2	50%	59%	35%	39%	10%	0	5%	2%
3	50%	47%	35%	41%	10%	9%	5%	3%
4	50%	56%	35%	40%	10%	4%	5%	0
5	50%	85%	35%	8%	10%	0	5%	7%

H. The total cost of the math improvement program was $45,266.00. Cost per pupil was $260.00.

Elementary - Project Evaluation

Speech Therapy

A. Dallas County School System

B. Marvin Warren, Jr.
Route 3, Box 361
Selma, Alabama 36701
872-6251

C. Objectives

1. It was planned that approximately 55% of the 195 pupils, with speech defects identified through the use of the Bryngelson-Glaspey Screening Test will be able to articulate correctly speech sounds studied and have their pronunciation judged as "acceptable" by their speech therapist as measured by the Bryngelson-Glaspey Screening Test and/or the Goldman-Fristoe Test of Articulation. The remaining students will show progress toward their goal and have their speech sounds judged as improved by the speech therapist as measured by the Bryngelson-Glaspey Screening Test and/or the Goldman-Fristoe Test of Articulation.

Less referrals were made in later elementary than in early elementary. All eligible first grade pupils were screened while referrals were taken from the second through sixth grades. Four hundred sixty-six first graders, one hundred second graders, sixty-eight third graders, eighteen fourth graders, seventeen fifth graders, eleven sixth graders and five pupils from special education were screened. Of the 685 pupils screened, 373 pupils were found to have communication disorders. Therefore, 161 pupils were chosen from early elementary and 34 pupils were chosen from later elementary for the regular speech therapy program.

2. Various studies concerning children from deprived backgrounds have shown that these children are deficient in the language skills essential to success in school. Tests used to select and evaluate the progress of the pupils were the following: (a) Peabody Picture Vocabulary Test, Forms A and B; (b) Bryngelson-Glaspey Screening Test; (c) Goldman-Fristoe Test of Articulation; (d) Test for Auditory Comprehension of Language; (e) Auditory Memory Span for Digits; and (f) an Audiometric Screening Test.

D. Treatment

The speech therapy program was scheduled in 15 elementary schools from September, 1974 through May, 1975. Speech therapy classes were arranged so that pupils attended either an individual class or a group class (not more than four pupils). Children with the more severe speech problems were scheduled for individual classes. Most speech therapy classes, both individual and group, were thirty minutes in length.

The classroom organization varied from school to school depending upon the available space that the principal could provide for the speech therapy classes. Usually, pupils sat in desks or chairs arranged in a semi-circle facing the speech therapist. In a few schools, the pupils sat around a table. The speech therapy program was provided during school hours seven hours per day, five days per week, for the 36-week regular school term.

Materials and equipment used in speech therapy were Phonics We Use - Learning Games Kit, Ideal Consonant Card Sets, Dolch Consonant Lotto, Alphabet Cards for Programmed Prereading, Dolch Picture Word Cards, Speech Improvement Sound Cards, Singer Initial Consonant Motivation

Activity Cards, Singer Initial Consonant Lotto Cards, Sounds I Can Hear, Consonant Poster Cards, Moods and Emotions Cards, Alpha I Cards, Flannel Board Capital Letters, Flannel Board Lower Case Letters, Jumbo Letter Cards, Pupil Seatwork Charts, Peabody Articulation Cards, Speech Improvement Cards, Peabody Kit - Level 1, Peabody Kit - Level 2, Consonant, Diagraph, and Blends Charts, St. Louis Program, Magnepiece File - Level 2, Instructo - Let's Learn Sequence, Instructo - The Classification Game, Instructo - Discovering Opposites, Instructo - Fun With Rhymes, Goal: Language Development, Phonics Drill Cards - You Can Read and Starter Concept Cards.

Duplicating materials used included Speech Improvement Duplicating Masters (Sets 1 and 2), Phonics and Word Analysis Skills (Grade 1 - Parts 1 and 2), Auditory Discrimination-Beginning Sounds (Pre-School and Kindergarten), Initial Consonant Sounds, Month Decorations, Primary Activities, Starting Phonics (Grade 1), Following Directions and Sequence (Pre-School and Kindergarten), Auditory Discrimination - Rhyming Words (Pre-School and Kindergarten and Phonics Development (Grades 1, 2, and 3).

Books used included Stuttering Therapy, The Mike and Cindy Stories and Workbook, Louie the Lazy Listener, Chatterbook, Speech Through Pictures, Speech Correction Through Story-telling Units, Better Speech and Better Reading, Play It and Say It, Spice (Handbook and Workbook) and My Sound Books (SH, S, R, G, TH, L, and K).

The therapy method used was largely direct, concentrating on teaching the target sounds through the following steps: (a) isolation, (b) syllables, (c) words, (d) sentences, and (e) conversation. Picture cards and various speech activities were used to encourage correct responses.

E. Participants

The Bryngelson-Glaspey Screening Test and/or the Goldman Fristoe Test of Articulation was used to identify those children with speech defects. Speech-handicapped children were also identified by observations of the speech therapists, the guidance counselors, the health nurse, the special education consultant, and the classroom teachers. The following is a description of those children participating in the speech therapy program according to the number of children in each of four categories (sex, age, grade, and speech problem):

Sex		Grade		Communication Problems	
Male	133	first	87	articulation	177
Female	72	second	41	delayed language	22
		third	40	hearing impaired	4
		fourth	15	stuttering	1
		fifth	10	cleft palate	1
		sixth	7		
		Sp. E.	5		

For the school year 1974-75, three teachers with degrees in Speech Therapy were employed. Each had clinical practice at the University of Alabama Speech and Hearing Clinic, and all had one semester of public school speech therapy experience during the spring of 1974.

Other factors that influenced the effectiveness of the speech therapy activities are described below:

1. Talks. At the beginning of the school year, each speech therapist talked to the faculty members at each of her

schools. The following topics were included in the talks:

(a) Speech therapy program in the Dallas County Schools.

(b) The incidence and types of speech problems occuring among public school children.

(c) Some ways in which the classroom teacher can help the speech-handicapped child in her classroom.

(d) Some methods and materials which the speech therapist uses with her pupils.

During the school year, the speech therapists were able to talk with teachers of speech therapy pupils on an average of once per week. The speech therapist and classroom teacher discussed the pupil's speech problem, some ways of helping him in the classroom, and his progress during the year.

2. Parent Contacts. Speech therapists conferred with parents by telephone, letter, and personal contact. The child's speech problem was explained to his parents. The parents were given suggestions and materials to help their child at home. In some cases, the therapist recommended to the parents that they take their child for medical, psychological, or speech evaluations.

3. Guidance Counselors. Several children who exhibited learning difficulties were referred to the guidance counselors for testing to determine the proper academic placement for each of these children.

4. Attendance Supervisors. Children with poor attendance records in speech therapy classes were reported to the

attendance supervisors who worked with each child and his parents to improve his attendance record. The attendance supervisors also helped the speech therapist in explaining a child's speech problem to his parents and in encouraging parents to act on referrals and recommendations made by the speech therapist.

5. Medical. Some children exhibited symptoms of colds, of hearing problems, and/or voice disorders. These children were referred to a physician, in particular, an otorhino-laryngologist.
6. Agencies. In some instances, children needed the services of welfare agencies or the Crippled Children's Service. The speech therapist worked with these agencies to meet each of these children's particular needs.
7. Speech Clinics. Some children exhibited severe speech problems which required continued work during the summer months. These children were referred to the University of Montevallo Speech and Hearing Center in Montevallo, Alabama or to the West Central Alabama Rehabilitation Center in Selma, Alabama.

G. Effectiveness

The Bryngelson-Glaspey Screening Test and/or the Goldman-Fristoe Test of Articulation were administered again at the end of the school year in order to get some indication of the child's improvement in speech. The Bryngelson-Glaspey Screening Test consists of 16 test cards. These are designed to test the child's articulation of the sounds most frequently misarticulated by public school children. On each test card there are pictures, each of which is designed to test one sound in a given position in a word. For example, as the child names the sun, the bicycle, and the bus shown on card #1, he produces the s-sound in three position - initial (sun), medial (bicycle), and final (bus). The test includes the sounds of s, z, th, r, l, j, ch, sh, k, g, f, and v in all positions. In addition to those test cards that deal with the s, r, and l, there is a card of the blends of each of these sounds (sp, st, skw, tr, cr, dr, pl, cl, and gl). Spaces are provided on the test blank for testing other sounds. The Goldman-Fristoe Test of Articulation consists of approximately 38 picture plates. These pictures are designed to test 71 sounds in different positions of words. This is a more thorough test than the Bryngelson-Glaspey Screening Test. It also consists of picture plates which are accompanied by stories told to the child by the therapist. By looking at the pictures again, the child is asked to retell the story to the therapist. This enables the therapist to evaluate speech errors noted in conversational speech. The following are the results of the administration of the Bryngelson-Glaspey Screening Test and the Goldman-Fristoe Test of Articulation at the end of the school year (May, 1975) to participants in the regular speech therapy program: 75% of the pupils were able to articulate their target sounds during a structured speech therapy class. It is difficult to determine how much carry-over (use of the speech sound in everyday conversational speech) there was. In an effort to do so, the speech therapists asked each child in the regular speech therapy program to tell a story about a group of pictures. The speech therapist listened critically to each child's speech attempts, noting whether or not he was using his target sounds correctly in conversational speech. The following are the results:

15% of the pupils had some difficulty, while only 10% had much difficulty producing target sounds during a structured speech therapy class.

During the school year, 17 children were dropped from the caseload. The following are the reasons:

1 pupil improved sufficiently in his speech.

1 pupil significantly improved in the language.

8 pupils moved.

7 pupils had a poor attendance record.

H. $29,000 divided by 195 pupils equals $148.72 per pupil from ESEA Title I funds.

SYSTEM MADISON COUNTY

A. Madison County

B. Rayceil Sanderson
Madison School
Madison, Al.

C. Individual Case Study for Remedial Math

D. Narrative description of the individual at the beginning of the program.

Pupil A. an eleven year old fifth grade student was born November 19, 1963. He lives with his mother, two brothers and one sister on a small farm in southwest Madison County.

Pupil A is very active and likes to be a show-off for his classmates. It appears that he is always in a hurry to finish a task, but not as concerned about the errors he might make.

The California Achievement test scores and the Informal Math Inventory indicated that Pupil A needed help in the following areas:

1. Re-naming in 3 digit addition
2. Re-naming in 3 digit subtraction
3. Working with zeros in subtraction and multiplication
4. Two digit divisor
5. Addition and subtraction of fractional numbers
6. Division of fractional numbers

E. Narrative description of procedure of training:

An interest inventory was given to determine the pupil's interest and to get ideas about his learning style.

Instruction was carried out by use of different methods such as learning centers, learning packets, worksheet activities, books, audio-visual and games.

Pupil A was allowed to work at his own rate regardless of others in the class. The teacher aide assisted in planning activities and materials for this pupil.

F. Narrative description of the individual after receiving the training.

Pupil A's work and his attitude has changed. He gives more thought to the work he is doing and checks his work carefully before turning it in. After completing his work he enjoys working with skill games or other activities that will improve his math skills.

Pupil A has improved in the following skills:

1. Re-naming in 3 digit addition and subtraction
2. Working with zeros in subtraction and multiplication
3. 2 digit divisors

He achieved about the same in addition, subtraction and division of fractional numbers.

The daily activities and teacher made tests showed satisfactory program in Pupil A.

California Achievement Test revealed the following:

Name	Pre-test	Interin	Post-test	Gain
Pupil A	R.S G.P.	R.S. G.P.	R.S. G.P.	
	42 3.7	70 5.6	71 5.7	2.0

The scores evidenced outstanding gain of 2 years growth in over all achievement for the September through May instructional period. It was most rewarding to see the progress made by this student.

Pickens County
FY 75
Pre-School

CASE STUDY

A. Pickens County

B. Contact: Linda H. Evans
P. O. Box 134
Gordo, Alabama 35466

Telephone: 364-7015

C. Pre-School (Kindergarten)

D. Description of Individual Prior to Treatment:

On entering kindergarten in the Fall of 1974, Lana was shy and non-communitive. For the first few weeks of school, she cried often and wanted to go back home.

Lana is from a low socio-economic family. She is the third child in a family with four children. There is a big gap between Lana and the two oldest children.

From the test results of TOBE, which was administered May 1974, Lana made a raw score of 4 with a percentile of 2. The results of TOBE and observation showed weaknesses in the following areas:

(1) Language devleopment
(2) Numerals
(3) Motor coordination
(4) Color recognition
(5) Visual discrimination
(6) Auditory discrimination
(7) Following directions

Lana was not accepted by the other children. She would not respond in group situations. During play activities, Lana seemed to be always stumbling. She had a low self-image of herself. She was self-conscious about the way she was dressed.

E. Description of Treatment Provided

Lana was given much individual attention by the aide and teacher. Every day, Lana was complimented about something she had done.

In small groups, Lana was helped with her problems in motor coordination. Some of the activities in her group were as follows:

(1) Finger exercises
(2) Finger games
(3) Scribbling with pencil
(4) Coloring
(5) Skipping
(6) Jumping

Lana was helped individually and in small groups on her weaknesses in reading readiness. Some of the activities that Lana participated in are as follows:

Colors:
(1) Coloring
(2) Color songs
(3) Recognizing colors of clothing
(4) Horse race color game

Numerals:
(1) Counting beads
(2) Writing numerals
(3) Ten Little Indians
(4) Handout sheets

Auditory Discrimination
(1) Guessing sounds (blindfolded)
(2) Hand out sheets
(3) Rhyming poems
(4) Listening to outdoors and telling about the sounds
(5) Reading nonsense sentences

Visual Discrimination
(1) Hand out sheets
(2) Game-find something big, red, etc.
(3) Working with shapes
(4) Games

Following Directions
(1) Follow the leader
(2) Game in which the child has to remember and do things in a certain order (close the door, touch the blue chair, and sit down)
(3) Hand outs

E. Description of Individual after Treatment

Lana has really improved from the shy, non-communicative little girl in the Fall. She is very talkative - she has something to say to the teacher or aide every day. She enjoys jumping rope and skipping activities. She is now accepted by the other children. She plays well with the others. She is not as aware of her dress being different from the other children. Lana was given the Metropolitan Readiness Test on April 21, 1975. Lana's raw score was 34 and her percentile was 17. The TOBE Level 1 was administered to Lana on May 19, 1975. Lana's raw score was 14 and her percentile was 52. Lana will have a reasonably good start in the first grade next year, although she may need enrollment in the Title I reading program to establish a higher level of reading readiness.

SYSTEM: TALLASSEE CITY 1974-75

XIV.

CASE STUDY - Upper Elementary Remedial Reading

A. LEA: Tallassee City System

B. CONTACT: Mrs. Barbara J. Elliott
P. O. Box 131
Tallassee, Alabama 36078
Phone: 283-4282

C. REMEDIAL READING

D. PRIOR TO TREATMENT:

Student A, a sixth grade boy at Southside School, was assigned to the remedial reading program for his second year. He was the youngest child in his family. He had two older brothers and two older sisters. All of these four had presented severe behavioral problems during their school careers. Both brothers had dropped out of school at sixteen. A's father was a mechanic and his mother a textile employee.

Since A's brothers had been such problems it was with dread that the teacher enrolled A in the reading lab. However, his reading scores definitely revealed he needed help. On a C.A.T. pretest his vocabulary score was 2.4, comprehension 2.1, and total reading 2.1.

Further research revealed that A had repeated first grade and during his second year he had been so unresponsive that his teacher had recommended he be tested for special education. A psychologist from Auburn University tested him and found that A had a full scale I. Q. of 96 and made the following recommendations:

"His I. Q. suggests that A has the minimal ability to do school work and that he can profit from remedial instruction".

A had a pleasant disposition, quite different from his brothers, and seemed well-liked by all his peers. He seemed to have accepted the fact that his class performance was far below that of his classmates but he had no inferiority complex from it.

E. TREATMENT:

Upon entering the lab A was diagnostically tested to locate his deficiencies. A check of the Dolch Basic Sight Words revealed he knew less than 25% of them; a diagnostic spelling test revealed his spelling level was grade one; a Botel phonic test revealed he needed help in all areas of phonics except initial consonants. A McGrath Reading Test showed his oral reading level as second grade. Since his CAT scores had shown he was far below grade level in vocabulary and comprehension and with the other diagnostic findings it was evident that A would present a challenge to a reading lab teacher.

Part of each class period was used as a phonetic review by the entire class. All sounds and rules for unlocking words were taught and this proved a real challenge to A. He enjoyed unlocking nonsense words and the contests using them and in a short time he began to unlock new words he came across in his reading.

Practically every day some work was done on his basic sight words. He also worked each day with word games. His success with these motivated him and gave him confidence in himself.

An individualized program was set up for him which included the following: Conquests in Reading, S. R. A., Reader's Digest Skill Builders, Barnell Loft Series, Reading for Comprehension (Continental Press) and many teacher prepared worksheets. He did oral reading in the Merrill Linguistic Readers.

At the first of the year he could not read in his sixth grade science or geography books. His science teacher told his reading teacher that she was so embarrassed one day when she called on A to read and he could not read the hard material. However, near the end of the year, she reported that A had asked her to allow him to read. She was afraid he might embarrass himself again, but she permitted him to try. She could hardly believe what she heard. A was actually reading with greater fluency than she ever believed possible. She was very excited over his progress.

His progress in the lab was a continuing process, nothing miraculous, but quite noticeable. He mastered most of his phonics rules and was able to unlock many new words. He learned most of his basic sight words and his spelling improved. He seemed to enjoy his work and often commented on how fast the time passed while in the lab.

F. **AFTER TREATMENT:**

As previously stated his improvement was evidenced in other class work. In comprehension lessons he progressed from second to fourth grade level. In spelling he improved from first to third grade. In phonics he became quite capable of figuring out new words and he showed a great deal of progress in vocabulary. His reading lab teacher had offered a prize to the pupil in each class who showed the most progress based on pre and post tests of the CAT scores. A's scores were as follows:

		Voc.	Comp.	Total
Pretest		2.4	2.1	2.1
Post test		5.0	5.0	5.0
Gain				+2.9

With a gain of 2.9 for the term A was awarded the prize. After such a successful year A should be able to cope better with his reading problems in the future. It was most rewarding to his teacher to see the progress made by A during the year.

A. OZARK CITY

B. Leonidas O. Dansby, Title I Director
Post Office Box 788
Ozark, Alabama 36360
Phone: 774-5197

C. Speech Therapy - Case Study

D. Narrative description of the individual prior to treatment:

Student B is a 7 year old white male who attends both remedial reading from 9:00-9:45 and remedial math from 10:00-10:45. Student B was referred to me by his first grade teacher, Mrs. C. He was given a developmental articulation test and a Syntax Structure Test. Student B's articulation was diagnosed as severe and his syntax structure test indicated normal language development -- both receptive and expressive. The articulation test indicated the following phonemes in error: k, g, l, ch, w, r, sh, v, th, s, z, all s, r , and l, blends. Student B was scheduled for speech therapy twice a week, Monday and Thursday, from 11:30-12:00 at Flowers School. The group he was placed in consisted of three other first grade boys. Student B attended 16 sessions out of 17 and has received two individual lessons.

E. Narrative description of treatment:

Therapy began on April 3, 1975, and we began with the (l) sound. Twenty cards with (l) pictures were utilized as our drill words. Each child did the cards individually and tokens were used to keep up with the number of correct and incorrect productions. After the number of correct productions was established, the results were graphed on a chart. With this chart, Student B could see his own progress. Student B has just started on the second step of the articulation program. He had quite a lot of problems with the first step which was imitating the words after my production of the word. His problem was that he added the (y) sound after he produced the (l) sound (example- instead of saying lamb, he'd say l(y)amb.) The step which had just started was 'spontaneous production of the (l) words.' He is still having some trouble with the additions in words, but he is doing very well.

F. Narrative description of the individual after treatment:
Student B's progress was slow at first, but at the end of school the progress that he had made was very evident. Student B needs lots of work with his speech, but the prognosis is good with speech therapy and extra speech stimulation. Student B is recommended to continue in speech therapy next year.

CASE STUDY

A. Talladega City Schools

B. Dr. Harris E. Love, 501 South Street (P. O. Box 946)

Telephone 362-2204

C. Early Elementary Reading

D. X, a second grader, entered the reading program with a California Achievement Test score of 1.3 grade equivalent and an SFTAA score of 90 at the beginning of the school year. She was seven months below grade level in reading achievement.

X was a highly excitable and emotional child who was on tranquilizing medication part of the year. Her nervous, anxious state hindered her ability to learn. She was so insecure and unsure of herself that she constantly came to my desk for help. She was very anxious to achieve and was overly competitive, having come from an overcrowded classroom of thirty-six, in which she found it difficult to excel.

E. The remedial reading class of ten students gave the opportunity for a more tranquil, secure situation which was more conducive to learning.

She was placed in reading material slightly below her reading level in the beginning, so as to give her a feeling of confidence and the chance to achieve. Her vocabulary was weak, but her main problem was her inability to concentrate among distractions. This, of course, affected her comprehension of material. The smaller group and more relaxed atmosphere greatly aided this and she began to move up rapidly.

The reading program was individualized and each student's weaknesses were diagnosed and a special treatment prescribed. This helped to eliminate an excess of competition among students as each student was competing only with himself and was anxious only to improve his own record. This atmosphere was ideal for X as it eliminated some of the anxiety she had previously experienced.

F. X scored 3.7 grade equivalent on the CAT in April. This indicated a gain of 2.4 for the year. Her vocabulary and comprehension have both shown great improvement and her emotional state has improved somewhat also.

She seems prepared for the next year without the need for special help.

A. Dale County Schools

B. Reynolds Ellisor, Project Director
P. O. Box 978
Ozark, Alabama 36360
(205) 774-2355 or 774-5377

C. Early Elementary Remedial Reading and Mathematics Program

D - F: Reading Case Study

Biographical Data

Name: Student A
Address: Skipperville, Alabama
Birthday: November 2, 1966
School: George W. Long
Sex: Male
Race: White
Grade: Second
Date: March 19, 1975

Reason for Referral

Student A was referred to the Title I reading program because his post test scores from last year indicated he was working well below grade level and his intelligence quotient indicated he was capable of working on or above grade level.

Background Information

Student A is a second grade boy at George W. Long School. He is "all boy"! He has no physical, social, or emotional problems that can be related to his reading deficiency. He is from a large family and he is the baby. There is a wide age spread between Student A and his brothers and sisters; thus, the family has given in to him repeatedly. Last year we thought he might have a speech impediment, but I later discovered it was all habit. After extensive work with phonics, he now speaks correctly.

Student A's father is a fireman and his mother is a housewife. They are very concerned about his progress in school. According to the parents, this child is the only one of their children to ever have any problems with their school work.

Test Situation

The California Achievement Test (1970) was given to the entire first grade class in May of 1974. From the results of this test, I selected all the students that were performing below grade level and in September gave them the Peabody Picture Vocabulary Test as a further screening device. Student A was relaxed and responded positively during the entire testing situation.

Test Administered and Results

Psychological Evaluation. The Peabody Picture Vocabulary Test indicated Student A's intelligence quotient was in the 112 range, which indicates a rapid learner.

Vision and Hearing Acuity. According to the Wepman Auditory Discrimination Test and the Visual Discrimination Test, Student A has no visual or hearing problem.

Reading Test. The following levels were obtained from various reading tests administered in the Title I Program.

California Achievement Test	Pre	Post	Gain
Vocabulary	2.1	4.0	1.9
Comprehension	.6	4.0	3.4
Total	1.8	4.0	2.2
Gates MacGinitie Reading Test			
Vocabulary	2.3	3.9	1.6
Comprehension	1.5	2.4	.9
Dolch Basic Sight Word List	153	215	62

	1st	3rd	
Wisconsin Design Skills	13	40	27 skills

Peabody Picture Vocabulary Test

Chronological Age: 7-10
Mental Age: 9-4
Intelligence Quotient 112

Silvaroli Classroom Reading Inventory

Independent Level: 2nd grade level
Instructional Level: 3rd grade level
Frustration Level: 4th grade level

Slosson Oral Reading Test

Reading level: 3.6
Grade level: 2.9

Self-Concept Inventory

Indications: Exuberant
Self-Confident
Persistent
Agressive

Treatment

Student A came to the Title I Center for thirty-five minutes per day five days a week for approximately nine months.

After a careful diagnosis of his strengths and weaknesses, individualized instruction and small group instruction was the basic approach used to master his reading deficiencies.

Some of the material used to treat Student A's reading problem included: SRA, Imperial Tapes, Hoffman materials, Wisconsin Design material (commercial and teacher made), Phonics We Use Game Kit, teacher made games and activities, Dr. Seuss Books, Barnell Loft Skill Text Series, flash cards, charts, Language Master material, blank tapes, Merrill Diagnostic Readers, filmstrips, experience stories, transpariences and the Sound Page material.

The main equipment used included: Hoffman machine, T-500, overhead projector, language master, tape recorder, magnaboard, record player, flannel board, tape player, and the Sound Page.

Summary

Student A has worked very diligently this year and has shown tremendous progress. I have really enjoyed working with him; he is so vivacious. Since his overall reading score is 4.0 on the California Achievement Test and his intelligence quotient is in the above average range, I do not anticipate his having any problems with third grade material next year. He certainly has the determination to succeed and I believe he will succeed in the coming years.

SYSTEM Tuscaloosa County

A. Tuscaloosa County Board of Education

B. James L. Collins
Post Office Box 2568
Tuscaloosa, Alabama 35401
Phone: 758-0411

C. Junior High Reading - Case Study

D. Narrative description of the individual prior to treatment:

The subject is a thirteen year old seventh grader who lives with his mother, stepfather, three sisters (one of whom is in a special education class), and two brothers. His first two years of school showed unsatisfactory progress in most areas. On the Lee-Clark Reading Readiness Test, his score indicated that expectation of success in school was poor.

In the sixth grade on the California Achievement Test, his earned scores were Vocabulary 4.8 and Comprehension 3.9. At the beginning of his seventh grade year on the Nelson Reading Test, his earned scores were Vocabulary 5.8, Comprehension 3.5 and Total 4.8.

E. Narrative description of treatment:

The subject showed signs of an articulatory problem. It was evident that he had been checked for this problem in elementary school. Because his comprehension was definitely below grade level, I sought to help him concentrate on this problem more so because orally he read very well. Materials used most were the Controlled Reader, SRA-II, Reading Attainment System II, and RFU for Understanding. Each week, I worked with him twice and sometimes three times in oral or silent group readings. To help him with understanding what he read, we would always answer questions (written, or orally) and discuss what had been read.

He began to form the habit whenever he read anything, social studies, science, English, etc., of always asking himself questions about what he has read.

He was not confident at all about his ability to succeed. He would always complain that he couldn't do whatever he was asked. He would tend to give up easily unless one explained over and over what he was to do.

F. Narrative description of the individual after treatment:
At the end of the first semester, he showed a little progress, scoring on the Nelson Reading Test, Form B - Vocabulary 5.8, Comprehension 5.5, and Total 5.6. During the course of the second semester, his attitude improved very much. He seemed to be eager to help his peers and teacher in any way he could. On game day, he liked to supervise other students to see that they played fair. He showed good creative ability. This was evidenced through his ability to write his own stories, poems, etc. He loved to express himself through writing. He continued to work very hard in reading and would show disappointment each time he scored below 80 on anything. At the end of the second semester, he showed remarkable progress on the Nelson Reading Test - Vocabulary 7.5, Comprehension 7.8, and Total Score 7.4.

SYSTEM: ELBA CITY

JUNIOR HIGH MATHEMATICS - CASE STUDY

A. Name of L. E. A.

Elba City Board of Education

B. For Further Information, Contact

Addieleen Prescott, Instruction Supervisor
Elba City Board of Education
P. O. Drawer F
Elba, Alabama 36323

C. Lisa was born in 1961. Her mother is a housewife who completed the 9th grade in school. Her father is an employee of a transportation industry in Elba and completed the 9th grade in school. Lisa has one older sister.

Lisa did not go to kindergarten but has been a student in the Elba City System since first grade. She is presently in the 8th grade. She has never had additional aid in mathematics in school. In 1971-72 on a track system Lisa made D-B-C-C which gave her a final average of C in math in tract 2 (tracks run from 1 to 3 with one being those with the greatest ability). In 1972-73 she had a B average in track 2. In 1973-74 she had semester averages of 75 and 74 on a non-track system.

In May, 1974, Lisa made grade placement 5.7 on the Stanford Achievement in mathematics. In October, 1974, Lisa made grade placement 6.4 in computation and 7.0 in concepts to have a total 6.7 on the California Achievement Test. She should have had an 8.1 grade placement. This put her -1.4 at the beginning of the year. Lisa also made a language

I. Q. of 101 and a non-language I. Q. of 89 on this same test. She was grade placement 7.6 in reading. On September 12, 1974, Lisa scored an I. Q. of 98 on the Otis-Scoring Mental Ability Test.

D. Upon entering this program Lisa was given a test in the basic operations of whole numbers and found weak in substraction, multiplication, and division (test enclosed). She therefore began work in subtraction of whole numbers. Lisa could work with concepts much better than actual computation and therefore much time was absent with computation. Beginning in September with whole numbers, Lisa moved into fractions in October and was working with whole numbers, fractions, and decimals by December (sample work enclosed).

On January 16, 1975, Lisa scored grade placement 7.3 in computation, 8.4 in concepts, and 7.8 total on the California Achievement Test. This was a +1.1 overall with a +.9 in computation and +1.4 in concepts.

On May 22, 1975, Lisa's grade placement was 7.3 in computation and 7.8 in concepts. This gave her a total grade placement of 7.5. Lisa was therefore +.8 at the end of the year. Lisa's scores in mathematics were somewhat lower than in January. Lisa stated she was tired on the date of testing and did not try very hard.

The first 18 weeks Lisa was in the program she worked out of her individual folder and seldom wasted time. She tried extremely hard and seemed very pleased to be getting extra help. The last 18 weeks the students worked mostly as a group or class and Lisa worked just as hard in the group.

SYSTEM: ELBA CITY

E. She completed a very attractive string design on a board and showed much interest in learning to draw different designs.

F. Lisa's attitude toward school is very good. She is planning to attempt algebra next year at least for one semester. Her attitude toward not being able to work up to the level of other students is much better. She has more confidence in hereself as a person. She plans to go to college and either teach or go into a medical career.

Daleville City Schools
J. Frank Moore III, Principal
Title of Project: Remedial Reading

Name: Paul
C. A: 9-4
Sex : Male

I. Physical Factors

The school psychologist's report of 27 September 1974 indicates that the student is deaf in the right ear. There was, however, no further explanation or investigation of the extent of his hearing loss. The Wepman Auditory Discrimination Test indicated that there was no unusual auditory difficulties. Surprisingly, the student had stated that he hears better in his right ear than in his left ear.

II. Educational/Language Factors

Oral Expression (adequate - [✓ inadequate]):

The student was referred to the Speech Specialist who indicated in her report that she had worked on the "th" sound and listening skills. The student has also found difficulty in pronouncing r-controlled words.

Length of Span of Attention for Age:

The student is frequently distracted by external sounds and movement. Consequently, his attention span is quite limited.

Interests ([✓ wide] - narrow range):

He has a rather broad field of interests. He has a fascination for football in particular, as well as horseback riding and motorcycles.

Attitude Toward School:

He has indicated that he enjoys the school environment but occasionally dislikes the work.

Attitude Toward Reading:

In response to the stem, "When I have to read," on the personality inventory, he completed the sentence by saying, "I feel bad." However, he has shown a desire to develop his reading skills.

Intellectual Factors:

The student has been examined by the school's psychologist and was administered the Wechsler Intelligence Test on 27 September 1974. The results were as follows:

Verbal Score I. Q.	91
Performance Score I. Q.	97
Full Scale Score I. Q.	93
M. A.	8-8

On 3 October 1974 he was given the Peabody Picture Vocabulary Test in which he achieved an I. Q. of 88 and an M. A. of 7-8. The Slosson Intelligence Test was later administered on 8 October 1974. The results were an I. Q. of 96 and M. A. of 9-0. These scores place the student in the low-normal range.

III. Appraisal of Reading Ability

Test: California Achievement Reading Test, Level 2, Form A (Pretest)

	Raw Score	Grade Eg
Vocabulary	18	1.6
Comprehension	3	0.6
Total	21	0.6

Sight Vocabulary ([✓ below] - at - above):

The student's sight vocabulary is very poor. He scored on a PP level using the Dolch Basic Sight Word List. He often forgets words that he was able to recognize in the previous sentence or phrase.

Phonetic Analysis Skills ([✓ below] - at - average):

The student has a working knowledge of all the consonant sounds, although he occasionally confuses "b" and "d". He is not confident of the short vowel sounds, particularly "i" and "u."

Structural Analysis Skills ([✓ below] - at - above):

He is very weak in syllabication. He sounds out a word letter-by-letter, starting always at the first letter with no recognition of blends or root words.

Contextual Clues ([✓ below] - at - above):

He uses contextual clues quite frequently, perhaps excessively, and, therefore limits his use of word analysis skills.

Oral Reading Fluency ([✓ below] - at - above):

His reading fluency is very sporadic. He easily loses his place and often repeats words already read.

Comprehension Skills (below - at - above):

He is frustrated on the pre-primer level of the Silverroli. His listening capacity, however, registered between the third and fourth grade level.

Rate of Comprehension (below - at - above):

His reading speed is extremely slow. The measure of rate is irrelevant at this time due to the extent of his other reading problems.

IV. Remedial Plan

The task of the reading teacher was to develop the student's demonstrated reading achievement level until it approached or was on a par with his tested capability.

The first and possibly most important step in his remediation was a medical hearing test and examination by a physician, preferably an ENT specialist. The nature and extent of his hearing loss should be determined by a competent authority who may be able to resolve all or part of his hearing problem.

Additionally, the reading teacher would move his seat so that it lies in the center of the discussion area, close to the teacher and away from such outside distractions as radiator, fans, and hall noises.

The teacher felt that most of the word attack skills were lacking. It was, therefore, deemed advisable to use a skills approach with the student. A sequential skills check was made in which the student was allowed to progress at his own rate of speed with mastery being accepted at 80 percent accuracy on all work.

V. Improvements

Test: California Achievement Reading Test, Level 2, Form B
Post test

	Raw Score	Grade Eq	Gain
Vocabulary	21	2.5	.9
Comprehension	8	1.0	.4
Total	29	1.8	1.2

A. The student improved his ability to discriminate between the letters "b" and "d" and their respective sounds.

B. He mastered the pronunciation and usage of the short vowel sounds.

C. He displayed more independence in utilizing his word attack skills, primarily phonetic analysis, but needs additional work in structural analysis skills.

D. His sight vocabulary has improved. He scored on a first grade level using the Dolch Basic Sight Word List.

SYSTEM MADISON COUNTY

A. Madison County

B. Jan Ikard
Madison Cross Roads School
Toney, Al.

C. Individual Case Study for Remedial Reading

D. Narrative Description Prior to Treatment

1. IDENTIFYING DATA:

Sex ------- Male

Age ------- 9

Birthdate-- February 8, 1966

Grade ----- 3

Race ------ White

Nationality - American

2. FAMILY HISTORY:

Father -- did not finish high school; occupation is landscaping
Mother --- high school graduate; works in shoe factory
Sisters --- one who is 4 years old
Brothers -- none

3. HEALTH RECORD:

Pupil X has no known health problems. Attendance in school is good. He is neat and clean in appearance.

4. WORK EXPERIENCE:

Pupil X indicated that he had work responsibilities at home which he is paid for doing. This included: washing dishes, folding clothes, dusting furniture, cutting grass.

5. SOCIAL-RECREATIONAL INTERESTS:

Pupil enjoys: baseball, riding bicycle, swimming, fishing and hunting.

6. SCHOOL HISTORY:

In 2nd grade, pupil X received a grade of N in reading. All other grades that year were satisfactory. The first reporting period of the 3rd grade, the child received N in reading. The next reporting of the 3rd grade, he had improved to an S.

At the beginning of the program, pupil X was very timid. He did not actively participate in group activities and he was not very outgoing with the other students. It was hard to get him to pay attention. He seemed to be daydreaming too much. His interest in reading was very low. When he read, he called words with little or no expression in his voice. The child often omitted pronouncing the suffixes of words. When contractions were read, he did not pronounce them as contractions. His spelling was very bad. The child would not attack unknown words.

Entry scores for the beginning of the program according to CAT Level II Form A were:

Raw Score -- 36 Grade placement -- 2.0 Percentile Rank -- 17

E. PROCEDURES OF TRAINING:

Pupil X was given the opportunity to be a group leader and encouraged to participate in more group activities. He was often asked questions to encourage him to pay closer attention. Also to help him pay closer attention, he did listening activities which he chose to do (things of interest to him). He was given the opportunity to select and read about subjects of general interest to him in order to help create reading enjoyment. The teacher gave individual one-to-one instruction to the child on oral expression. The tape recorder was used in order to let the child hear his own need for more expression in his voice. Other activities included worksheets and tapes on the use of punctuation marks, contractions, and suffixes. Spelling games were used to help strengthen skills in spelling. The pupil was always encouraged to attack new words by sounds. Work in SRA Lab gave the pupil a chance to see for himself how he could progress in his reading by moving up to different color levels.

F. DESCRIPTION OF CHILD AFTER TRAINING:

Pupil X is much more active in groups and often contributes to class discussions. He seems to be more outgoing with the other students. Although he does pay closer attention than he did at the beginning, he still has days when he likes to daydream. His interest in reading seems to have increased tremendously. Because of lack of expression at the beginning of the program, he did not comprehend well. After training, the child is able to readily answer questions on stories he has read, and he often is eager to discuss and answer questions. He has begun to read contractions now and is doing much better with suffixes.

His spelling has also improved. His classroom teacher reported that he has been doing much better in spelling. He does attempt to attack unknows words and if he does not pronounce it correctly, he sometimes tries again. The student has shown a definite improvement in his total reading during the year.

The California Achievement Test revealed the following:
Results of California Achievement Test (Level 2, Form A); Pre-Test Scores--Administered October 7, 1974:

RAW SCORE -- 36   Grade Placement -- 2.0   Percentile Rank -- 17

Results of California Achievement Test (Level 2, Form A); Mid-Term Test Scores -- Administered February 4, 1975:

RAW SCORE -- 61   Grade Placement -- 3.0   Percentile Rank -- 39

Results of California Achievement Test (Level 2, Form A); Post-Test Scores--Administered May 6, 1975:

RAW SCORE -- 67   Grade Placement -- 3.3   Percentile Rank -- 41

February 10, 1975

BYLAWS

ESEA TITLE I COORDINATORS COUNCIL

ARTICLE I - Name

The name of this organization shall be ESEA Title I Coordinators Council.

ARTICLE II - Authority and Purpose

The ESEA Title I Coordinators Council is created by the State Superintendent of Education to serve in an advisory capacity to the State Title I staff on matters pertaining to the Title I program at the local and State levels. It shall advise in the formulation of policies and procedures which shall expedite the administration of the Title I program and enhance the effectiveness of programs at all levels.

ARTICLE III - Membership

Section A: The active membership of this Council shall consist of eleven local ESEA Title I coordinators.

Section B: The membership of the Council shall be representative of local school systems of varying sizes, types, funding levels and geographic locations.

Section C: Members shall be appointed by the State Superintendent of Education from a list of twelve local ESEA Title Coordinators recommended by the State Title I staff and the Council. The list shall be submitted by August 1 of each year with appointments being made not later than October 1. Vacancies occurring during the year shall be filled from the current list by the State Superintendent of Education.

Section D: The term of office for Council members shall be for three years.

Section E: Membership on the Council shall be terminated by (1) the member's request, (2) termination of member from position of LEA Title I coordinator, (3) request of the Supertintendent of the system represented by the member, or (4) two successive absences unless approved by the Council.

Section F: Ex-officio members of the Council shall be the State Superintendent of Education, Federal Programs Coordinator, State Title I Coordinator, and State Title I professional staff members.

ARTICLE IV - Officers

Section A: Composition

The officers of the Council shall be:
Chairman, vice-chairman, secretary, and parliamentarian.

Section B: Selection

The chairman and vice-chairman shall be elected by the Council at the annual meeting. The chairman shall have had at least a tenure of one year on the Council prior to election. Nominations shall be accepted from any member of the Council provided that consent of the nominee has been granted. Election shall be by majority vote of the Council members in attendance.

The State Title I Coordinator shall serve as secretary to the Council.

The Parliamentarian shall be appointed by the chairman.

Section C: Terms of Office

The terms of office for the chairman and vice-chairman shall be one year and shall begin upon election at the annual meeting in October. The parliamentarian shall serve at the pleasure of the chairman.

Section D: Vacancies of Elected Officers

Vacancies shall be filled by the method pursuant to Article IV, Section B.

Section E: Duties of the Officers

1. The chairman of the Council shall:
   - a. Preside at all meetings.
   - b. Call special meetings of the Council, subject to Bylaws.
   - c. Conduct all business of the Council.
   - d. Plan with Council officers and State Title I staff an agenda and/or program activities for each of the Council meetings.
   - e. Appoint committees needed for the proper functioning of the Council.
   - f. Appoint the parliamentarian.

    - g. Should the secretary be unable to serve, the chairman shall appoint a person to perform these duties.
    - h. Perform other duties usually prescribed for this office.

  2. The vice-chairman shall, in the absence or disability of the chairman, perform the duties of the chairman and such other duties as the Council may prescribe.

  3. The secretary shall:

    - a. Record the official minutes of all scheduled and called meetings of the Council.
    - b. Disseminate copies of the official minutes to the members of the Council and to LEA coordinators upon request by the LEA and with the approval of the Council chairman.
    - c. Notify Council members of scheduled and called meetings.
    - d. Provide copies of research and background materials for use by the Council members.
    - e. Notify the Council members of changes in Council membership.
    - f. Maintain the official roll of attendance of Council members at all Council meetings.
    - g. Provide from the State Title I office the necessary secretarial and stenographic help for fulfilling the responsibilities of this office.

4. The parliamentarian shall perform the duties usually prescribed for this office.

ARTICLE V - Meetings

Section A: Annual Meeting

The annual meeting shall be held in Montgomery, Alabama during October of each year to elect officers, appoint committees, and conduct such business as is necessary.

The date and time of the meeting shall be determined by the chairman of the Council who shall instruct the secretary to notify all members, in writing, at least twenty calendar days prior to the meeting date.

Section B: Called Meetings

Meetings shall be called as necessary to carry out the stated functions of the Council.

A meeting may be called by the State Superintendent of Education, the chairman, the State Title I Coordinator, or by written request to the chairman by three or more members of the Council. The chairman or State Title I Coordinator shall notify the members in writing at least ten calendar days prior to the meeting, stating the date, time, and location of the meeting and reason for the call. In an emergency, the chairman or the State Title I Coordinator may give notice to each member by telephone.

Section C: A quorum shall consist of the number of Council members present.

ARTICLE VI - Parliamentary Authority

The parliamentary authority for the operation of this Council shall be the latest edition of Roberts' Rules of Order.

ARTICLE VII - Amendments

The sections of these Bylaws may be amended by a two-thirds vote of the Council members provided that notification of the proposed amendments has been given to members by the chairman of his designee.